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ABSTRACT

A research project was designed to develop and validate instrumentation and procedures for a comprehensive internal and external evaluation of Wisconsin's Vocational, Technical and Adult Education Field/Community Services programs. A review of evaluation literature pertaining to adult and continuing education, the identification of statewide goals, objectives, and functions, and input from the project advisory committee all served as the bases from which procedures and instrumentation for the evaluation were developed. A general field/community services model was then designed and implemented for the pilot evaluation. The pilot test contained three stages: An indepth self-evaluation study; an onsite team evaluation from outside the program; and a review of the entire process and instrumentation package including input and participation by all personnel involved. When the first pilot test was completed, the evaluation model was revised and tested again. The study resulted in the development of a "Field/Community Services Self Evaluation Manual," the "Field/Community Services Team Visitation Guidelines for Team Members and Team Leader," and a series of recommendations. All of these items are included in this report. (BM)

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Final Report

Project Number 19-009-151-227

Wisconsin Board of Vocational, Technical and Adult Education

Madison, Wisconsin

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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VTAE Field/Community Services Evaluation Model and Procedures, Phase II

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VTAE Field/Community Services

Evaluation Model and Procedures, Phase II

Dorothy Dale, Project Director

University of Wisconsin-Stout
Menomonie, Wisconsin

June, 1977

The research reported herein was performed pursuant to a grant of contract with the Wisconsin Board of Vocational, Technical and Adult Education, partially reimbursed from an allocation of Federal funds from the U.S. Office of Education, U.S. Department of Health, Education and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official State Board or U.S. Office of Education position or policy.

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The writer wishes to acknowledge those individuals and groups who helped in the development and conduct of this study.

- Recognition for foresight, inspiration and continual support and assistance throughout the project is given to the Wisconsin Board of Vocational, Technical and Adult Education.

- The administration and staff of the two pilot schools, District One VTAE, Eau Claire, and Western Wisconsin VTAE, La Crosse, Wisconsin are commended for having responded with wholehearted professional dedication and participation in the two field tests, doing so under rigorous time constraints.

- The Field/Community Service administrator and staff at North Central Technical Institute, Wausau, Wisconsin served diligently and effectively as a validating sounding board for the self evaluation instrumentation and procedures.

- The project Advisory Committees for the two pilot years (See Appendix A for Advisory Committee Rosters) served creatively and effectively in providing input for the evaluation model, for pilot school selection, and for visitation team selection. They also participated in a critical review of the entire process, rendering technical expertise for model improvement and revision.

- Invaluable technical assistance and evaluation expertise was readily available through the Center for Vocational, Technical and Adult Education (CVTAE), University of Wisconsin-Stout.

Dorothy Dale

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Chapter 1

PROBLEM STUDIED

Summary

The purpose of this project was to design and validate an evaluation system to include self evaluation and visitation evaluation procedures and instrumentation so that better decisions could be made related to VTAE Field/Community Services program organization, management, and effectiveness.

Objectives designed to accomplish the project purpose encompassed developing and validating instrumentation and procedures for a comprehensive internal and external evaluation which could be utilized in the day-to-day management of Wisconsin VTAE Field/Community Services programs.

Project activities began with a review of evaluation literature as it pertained to adult continuing education activities. Statewide goals and objectives and the major functions of VTAE Field/Community Services were identified. Research in these two areas coupled with input from the project advisory committee was the basis from which procedures and instrumentation for the evaluation system were developed. A comprehensive evaluation model was designed which included instrumentation and procedures for program self evaluation to be conducted by Field/Community Services program personnel as well as instrumentation and procedures for conducting on-site visiting team evaluation by a carefully selected group of community and vocational educators.

The Field/Community Services administrator and staff of North Central Technical Institute, Wausau, Wisconsin served as a validating sounding board for the self evaluation instrumentation and procedures.

A pilot of all phases of the evaluation was conducted during the first project year at District One VTAE, Eau Claire, Wisconsin by the Field/Community Services Division, January through May, 1977. Following the pilot test, an extensive review of all phases of the evaluation system was held involving District One participants, project advisory committee members including State Board representation, and project staff. The final evaluation model represented the revisions resulting from the first pilot test and project review.

A second pilot of the revised evaluation system was conducted at Western Wisconsin VTAE, La Crosse, Wisconsin September through May, 1977. Through this activity, a variety of problems arising from adapting the model to a District of differing organizational structure were identified and strategies for solving these problems were innovated and tested. Following an intensive review and subsequent revision of all phases of the evaluation system, the transportability of the model was greatly enhanced.

Introduction

Throughout its history in the State of Wisconsin, Vocational/Technical and Adult Education has been organized for and aimed toward reaching out to all people in the State regardless of their situation or geographical area. The administrative and District structure of Wisconsin Vocational, Technical and Adult Education are functional examples of this outreach concept. The outreach concept is further articulated at a grass roots level within each District through the Field/Community Services Program.

Field/Community Services is the vehicle established for carrying the mission of vocational, technical, and adult education to the far corners of each of the sixteen Wisconsin VTAE districts. This mission includes conducting

balanced educational activities within the District with primary emphasis on part-time adult continuing education and community services. The general objectives of the Program include the following:[1]

1. Identify educational needs.
2. Plan. Organize vocational and adult education centers and facilities needed to deliver services.
3. Implement. Operate vocational and adult education centers and facilities to deliver services.
4. Evaluate services delivered and determine what more needs to be done. Disseminate information.

Problem Statement

The purpose of this project was to test the transportability of and further validate the Field/Community Services Program Evaluation model designed in Phase I. VTAE Field Services Evaluation Model and Procedures. One Wisconsin VTAE District of differing organizational structure to the Phase I. Pilot District was identified as a test site. Phase I. self evaluation and visitation instrumentation and procedures were adapted to the selected District's Field/Community Services personnel structure, piloted, and revised.

Objectives

The objectives for Phase II. were to:

1. Select one Field/Community Services Program of differing organizational structure to the Phase I. Pilot District to serve as test site for the model evaluation system developed, tested, and revised in Phase I.
2. Adapt the model procedure and instrumentation to the organizational structure of the identified test site.
3. Field test the adapted evaluation system and revise utilizing pilot evaluation feedback and input.

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[1]Center for Studies in Vocational and Technical Education, Unviersity of Wisconsin-Madison, "Field/Community Services Handbook for Wisconsin Vocational, Technical and Adult Education," June, 1974, p.5.

4. Determine the transportability and validity of the evaluation system.

5. Disseminate the results.

Rationale

While Field/Community Services Programs within the various Districts have been operationalizing and working towards meeting the objectives of needs identification, planning, and delivery, there has been little opportunity on a systematic basis to evaluate the outcomes of the Field/Community Services Program and to determine whether the services provided do, in fact, meet the needs of the adult population in each district.

Each district VTAE Field/Community Services Program attempts to provide a wide range of vocational education programs and services in order to best serve the needs, interests, and abilities of the persons to be served in the district. Programs and services are made available to youth and adults in accessible locations, at appropriate hours, and using selected instructional methods determined fitting to fulfill district needs. Any Field/Community Services Program Evaluation System must respect, encourage, and encompass this basic autonomy of Districts. In other words, the evaluation model should in no way attempt to develop a standardized outreach system; rather, it must attempt to be congruent with, and to draw out, the unique management and delivery structure developed within each District Field/Community Services Program.

With this contextual framework in mind, a Field/Community Services program evaluation model was developed in Phase I. built on the premise that while organizational structure may vary, there are basic criteria common to quality Program planning and delivery in all Field/Community Services Programs. Evaluation procedures and instrumentation were developed to measure attainment

of the previously outlined general objectives of the Field/Community Services Program. Nine general topical areas of organization were identified as being critical areas of the Program around which data collection could be centered. They are: Philosophy and Objectives; Needs Identification; Management; Instructional Space, Facilities and Equipment; Curriculum; the Teaching-Learning Process; Learning Resources; Advisory Committee; and Evaluation.

Because people are needed to function as evaluators, and because it is desirable that the people most directly involved in the various phases and facets of the Program also be concerned and involved in the self evaluation, it was necessary to identify the Pilot District Field/Community Services Program personnel and their function so that their evaluation role might be specified. At this stage of Phase I., the developed procedure and instrumentation were adapted to the personnel structure of the Pilot District.

Phase II. entailed a field test in one additional District of differing organizational structure to further validate and to test the transportability of the model evaluation system.

Definition of Terms

The following terms are defined as they are used within the context of this project report:

- Area Coordinator

  --The generalist within the Field/Community Services Program whose task is to coordinate the resources, including those of the comprehensive center, with those in his/her geographic area in order to extend educational services to the residents in that particular geographical area.

- Center Supervisor

  --The person employed by the VTAE District on a part-time basis to supervise the adult education program at a specific outreach center. Some of the duties usually assigned to the Center Supervisor for his/her center include: registration, fee collection, publicity, attendence reports, instructional supervision and curriculum assistance, needs assessment.

- Field/Community Services Program (Part-time Program)

  --The VTAE Adult Continuing Education Program responsible to the Field/Community Services administrative unit, designed to prepare adults in: extension activities, occupational preparation, community living, general and basic education, avocational areas, and usually conducted outside of the regular school day or semester.

- Fields of Study

  --Fields of Study are instructional units of various disciplines offered within the Field/Community Services Program, such as: Homemaking, Agriculture, Trades and Industry, Adult Basic Education, etc.

- Occupational or Specialist Coordinator

  --A Field Services person employed to identify educational needs of workers in specific training areas such as business, health occupations, home economics, law enforcement, marketing, or trade and industry. The coordinator works within his/her specific training area in close contact with business, industry and advisory committees to identify educational needs of workers and to implement educational programs to meet those needs.

- Program

  --Program denotes the Field/Community Services Program as defined above.

- Program Administrator (Chief Administrator)

  --The head person responsible to the District for the organization, coordination, implementation, and evaluation of the Field/Community Services program.

- Program Personnel

  --Program personnel describes those individuals employed for the purpose of conducting, coordinating, and managing the Field/Community Services Program.

Chapter 2

METHODS USED IN THE STUDY

Advisory Committee

Early in the project period an Advisory Committee was identified. (See Appendix A for Advisory Committee Roster.) Members were selected to represent the following areas: Wisconsin Board of Vocational, Technical and Adult Education; Agriculture; Business; Labor; VTAE District Director; Field/Community Services Program Administrator; Area Coordinator; Specialist Coordinator; Center Supervisor; Instructor; Student; VTAE Campus Administrator.

The purpose of the Advisory Committee was to react and provide input for the evaluation model, procedures, and instrumentation as well as to make suggestions for the pilot school and the visitation team. They were also asked to participate in a critical review of the entire process as piloted.

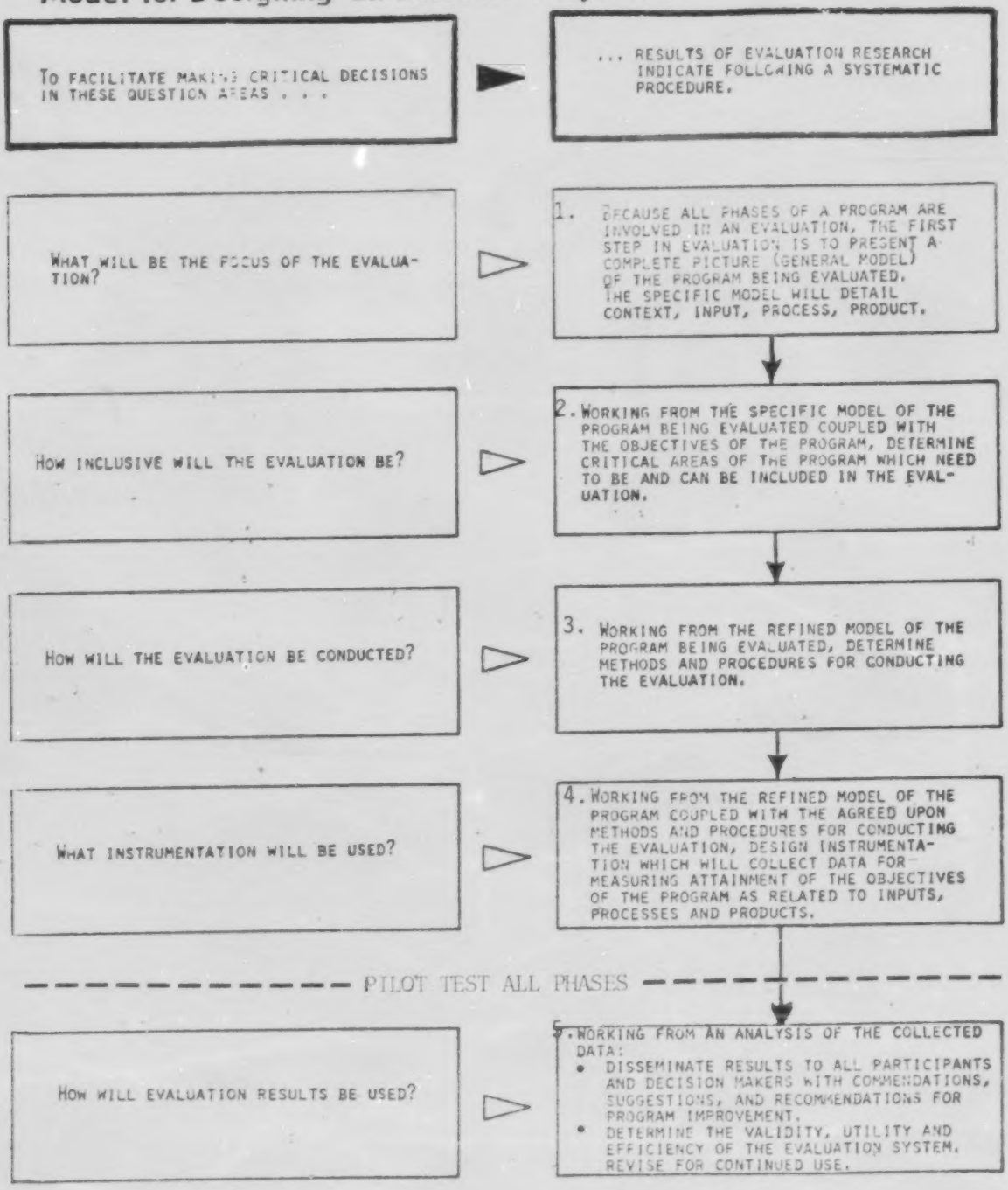
The Advisory Committee met five times during the two project periods and it is the writer's opinion that they functioned as a highly effectual unit comprising an integral component of project development.

The Research Design

A procedural model for designing an evaluation system was developed to ensure that the project objectives would be met (see Figure 1). This model depicts some of the major decisions which need to be made during the course of an evaluation study and it also details a systematic five-step procedure, drawn from evaluation research, which can facilitate decision-making.

Figure 1

Model for Designing an Evaluation System


TO FACILITATE MAKING CRITICAL DECISIONS IN THESE QUESTION AREAS . . .
. . . RESULTS OF EVALUATION RESEARCH INDICATE FOLLOWING A SYSTEMATIC PROCEDURE.
WHAT WILL BE THE FOCUS OF THE EVALUATION?
1. BECAUSE ALL PHASES OF A PROGRAM ARE INVOLVED IN AN EVALUATION, THE FIRST STEP IN EVALUATION IS TO PRESENT A COMPLETE PICTURE (GENERAL MODEL) OF THE PROGRAM BEING EVALUATED. THE SPECIFIC MODEL WILL DETAIL CONTEXT, INPUT, PROCESS, PRODUCT.
HOW INCLUSIVE WILL THE EVALUATION BE?
2. WORKING FROM THE SPECIFIC MODEL OF THE PROGRAM BEING EVALUATED COUPLED WITH THE OBJECTIVES OF THE PROGRAM, DETERMINE CRITICAL AREAS OF THE PROGRAM WHICH NEED TO BE AND CAN BE INCLUDED IN THE EVALUATION.
HOW WILL THE EVALUATION BE CONDUCTED?
3. WORKING FROM THE REFINED MODEL OF THE PROGRAM BEING EVALUATED, DETERMINE METHODS AND PROCEDURES FOR CONDUCTING THE EVALUATION.
WHAT INSTRUMENTATION WILL BE USED?
4. WORKING FROM THE REFINED MODEL OF THE PROGRAM COUPLED WITH THE AGREED UPON METHODS AND PROCEDURES FOR CONDUCTING THE EVALUATION, DESIGN INSTRUMENTATION WHICH WILL COLLECT DATA FOR MEASURING ATTAINMENT OF THE OBJECTIVES OF THE PROGRAM AS RELATED TO INPUTS, PROCESSES AND PRODUCTS.
PILOT TEST ALL PHASES
HOW WILL EVALUATION RESULTS BE USED?
5. WORKING FROM AN ANALYSIS OF THE COLLECTED DATA:
• DISSEMINATE RESULTS TO ALL PARTICIPANTS AND DECISION MAKERS WITH COMMENDATIONS, SUGGESTIONS, AND RECOMMENDATIONS FOR PROGRAM IMPROVEMENT.
• DETERMINE THE VALIDITY, UTILITY AND EFFICIENCY OF THE EVALUATION SYSTEM. REVISE FOR CONTINUED USE.

Step One: General Content Area

With this framework in mind a general Field/Community Services model was developed (see Figure 2) illustrating the four major administrative stages as set forth in the general objectives of the Program (outlined on pages 2 and 3), their relationship to each other, and their relationship to the evaluation process. The evaluation design was based upon the inique inter-relationship of the four Field/Community Services Program stages.

The major focus of the evaluation, then, was centered on question areas drawn from the four stages of the general model, such as:

(1) How does the District identify its unique educational needs, problem areas, and constraints?

(2) How is this needs assessment utilized in Program planning and management?

(3) How is the procedural planning utilized in implementation and delivery of the services?

(4) How effective and efficient are all phases of the Field/Community Services Program?

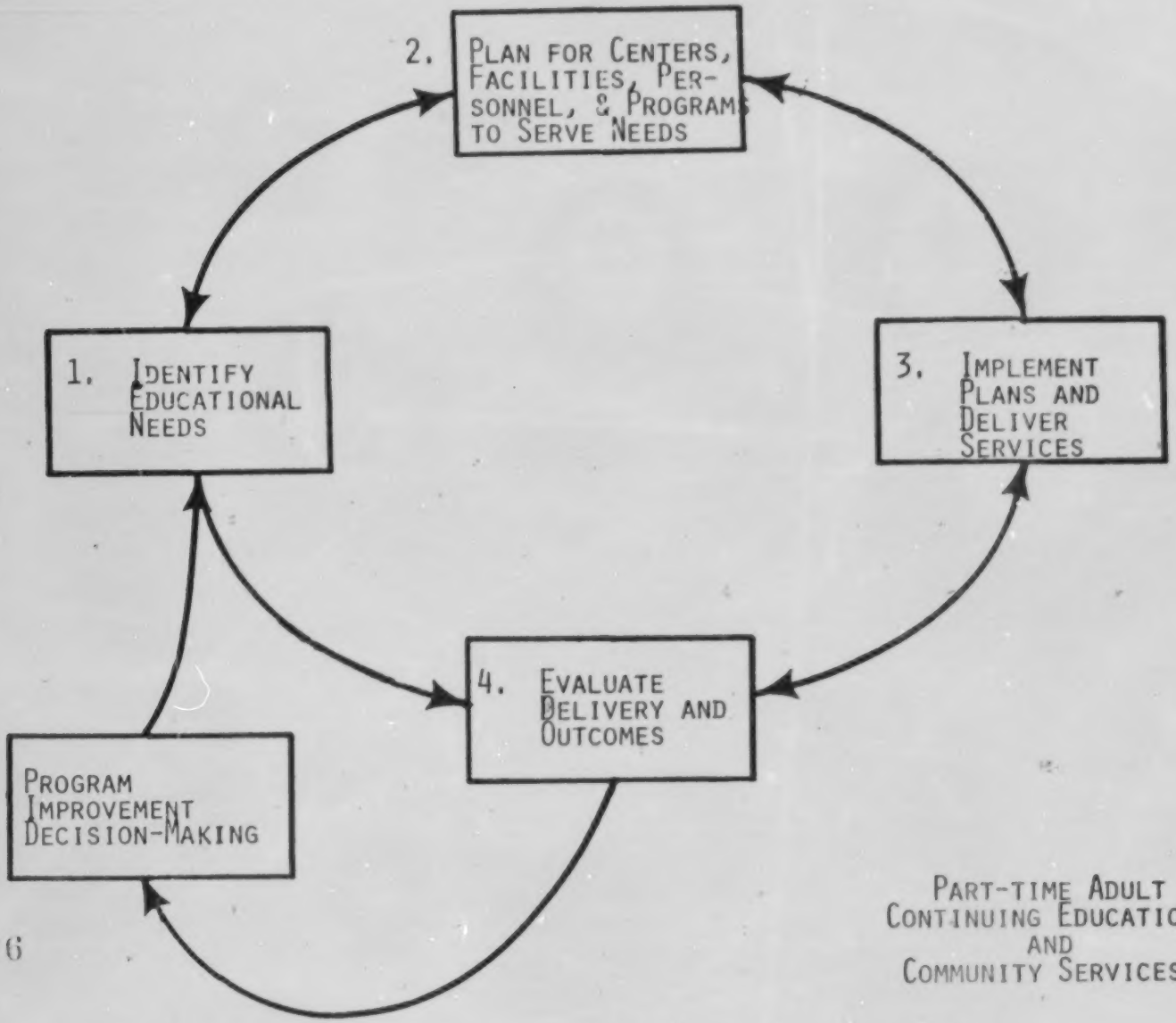
Step Two: Specific Content Area

The Field/Community Services Program in each District is a broad, varied, and intricate delivery system for vocational, technical, general and avocational education. Prior to formulating any specific evaluation procedures or instrumentation, it was necessary, as specified in step 1 of the Evaluation System Model (Figure 1), to present a complete picture of the program being evaluated. Using the general model of a Field/Community Services Program as the matrix (Figure 2), a more specific model or picture of the Program was generated following a technique utilized by educational evaluation researchers

Figure 2

FIELD/COMMUNITY SERVICES

Four Major Administrative Stages - Relationship to Evaluation Process


2. Plan for Centers, Facilities, Personnel, & Programs to Serve Needs
1. Identify Educational Needs
3. Implement Plans and Deliver Services
4. Evaluate Delivery and Outcomes
Program Improvement Decision-Making

Part-time Adult
Continuing Education
and
Community Services

such as Malcolm Provus[2] and Daniel Stufflebeam.[3] The technique or method involves analyzing and detailing each of the general program components or phases showing their respective input, process, and product elements. The input elements give an idea of the people, goods, facilities, and money involved in a program over time. The process elements picture how the resources (inputs) are utilized to produce some outcome. The product elements describe the program's outcomes.

Figure 3 illustrates just such an input-process-product statement for Stage 1, designed to detail and illustrate the many facets, components, and concerns of the "Needs Identification" phase of Field/Community Services. A complete input-process-product statement developed for Stages 1 through 4 can be found in Appendix B. The particular model shown here and in Appendix B was developed by project personnel utilizing the Field/Community Services Handbook and Project Advisory Committee assistance. This specific model of the program being evaluated provided the Program content detail necessary for instrumentation development.

Step Three: Evaluation Methods and Procedures

Three major steps were planned for the pilot evaluation. They were:

(1) an in-depth self evaluation study;

(2) an on-site team visitation or audit by a selected group of qualified people from outside the Program; and

(3) A review of the entire process and instrumentation package including input and participation by Project Staff, Pilot School personnel, and the project Advisory Committee.

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[2]Malcolm M. Provus, Discrepancy Evaluation (Berkeley, California: McCutchan Publishing Corporation, 1971) p. 185.

[3]Daniel L. Stufflebeam, W.J. Foley, W.J. Gephart, E.G. Guba, R.L. Hammond, H.O. Merriman, M.M. Provus, Educational Evaluation and Decision-Making, PDK National Study Committee on Evaluation (Itaska, Illinois: F.E. Peacock Publishers, Inc., 1971) pp. 218-235.

STAGE: 1. NEEDS IDENTIFICATION (Motivation Phase: Motivation For Program Change Initiated)

INPUT	PROCESS	OUTPUT
• State Board Consultant. • State Advisory Committee. • District Occupational or Specialist Coordinator. • District Advisory Committees. • District Board. • Community Requests. • Business/Industry/Labor Contact. • Current Societal Trends. • Enrollment and Attendance Data for Current Offerings. • Suggestions From Students Enrolled in Courses and Student Evaluations. • Staff, (Center Supervisor is a Key Person) • Legislated Needs (EMT, Group Dynamics, etc.) • Community Agencies (Community Action, Voc. Rehab., Health & Social Services, Veterans, etc.)	• Defining District Needs. • Ranking District Needs. • Identifying Problem Areas and Constraints.	• An Agreed Upon Definition of District Needs. • An Establishing Priority Ranking of District Needs. • An Identified List of Objectives That Somehow Need To Be Acted On.

CRITICAL DECISIONS: (Concerns)

1. What efforts are made to identify needs of <u>all</u> adults? Including disadvantaged, handicapped, ethnic groups.
2. How are needs in critical areas identified - alcohol abuse, drug abuse, crime, etc.?
3. What factors are critical to successfully work with business, industry, labor, agriculture?
4. What channels are available for the average community citizen to make needs known? How are needs solicited?
5. Is there a climate of concern receptive to expressed needs?

Figure 3

The Self Evaluation Study. A self evaluation format was favored for this project rather than the traditional self study format as this vehicle presented the opportunity for all Program personnel to actively participate in an in-depth evaluation of the total Program. It was felt that a self evaluation would provide staff members with the opportunity to analyze and rate all phases of Program planning and operation and should help them gain new perspective and insight into the Program, into their role and function within the Program, and the role and function of the Program administration and other staff.

The On-Site Team Visitation. It was felt that unconfirmed self evaluation would carry little weight and would provide no means by which to check interpretations and conclusions against those of others. Therefore, an external evaluation by a carefully selected team of qualified people was included as the second phase of the evaluation design. (See Appendix C for the On-Site Team Rosters.)

The function of the visiting team was determined to include the following points:

(1) to verify information in the Self Evaluation Report to determine the extent to which the Report accurately reflects conditions of the Program,

(2) to verify the extent to which outcomes correspond with need and with stated objectives,

(3) To supplement the self evaluation study with additional data and documentation,

(4) to evaluate the self evaluation system.

The Evaluation Process Review. The purpose of a pilot evaluation project is to test the procedures and instrumentation, identify problem areas and constraints, and to determine the reliability of the outcome so that a valid revision of the evaluation system may be accomplished. Accordingly, the third

phase of the Field/Community Services evaluation design included a Review of the entire evaluation process by those persons who had been involved. In the case of this pilot project, the persons included in the Review were: project staff, pilot school Program personnel, and project Advisory Committee members. Note that while Visitation Team members and State Board staff were not identified by group, these persons were considered essential Review participants and they were included as represented within the Advisory Committee.

Step Four: Instrumentation

The instruments were designed and developed to be used in the evaluation of Wisconsin VTAE District Field/Community Service Programs. They were designed to determine Program effectiveness by collecting data for measuring the attainment of the previously outlined objectives of the Program as related to inputs (resources), process, and product. The Specific Program Model served as the matrix for evaluation criteria and instrumentation development.

The instruments made use of general Field/Community Services position titles to minimize confusion between differing District Program organizational patterns. They were built on the premise that while organizational structure may vary, there are basic criteria common to quality Program planning and delivery.

The instruments were not meant to be used in "grading" involved personnel or comparing one Program or even one District with another. Rather, they were designed to present the Program as it is functioning so that Program managers may judge the effectiveness and efficiency with which it meets its own stated objectives, using this information as a basis for short- and long-range plans for program improvement.

Organization of the Self Evaluation Instrumentation. Major topical areas of organization for the self evaluation were synthesized both from a review of evaluation literature and from the Specific Program Model. The Lane Ash study[4] contributed heavily both toward instrumentation and procedures. The topical areas of organization icentified as being critical areas of Field/Community Services around which data collection for the evaluation could be centered were:

I. Philosophy and Objectives
II. Needs Identification: Methods and Utilization
III. Management: Administration
IV. Management: Records and Reports
V. Management: Planning
VI. Management: Finance and Business Management
VII. Public Relations
VIII. Staff and Staff Development
IX. Instructional Space, Facilities, Supplies and Equipment
X. Curriculum
XI. The Teaching-Learning Process
XII. Learning Resources
XIII. Advisory Commjttee(s)
XIV. Evaluation

The instrumentation and procedures were designed to involve Program personnel at all levels in a critical study of the Program as it is presently functioning from the viewpoint of their role of involvement in the Program. This is in keeping with the idea of self evaluation wherein the people most directly concerned with the various phases and facets of the Program be involved with the portions of the self evaluation pertaining to their work.

Each questionnaire (yellow) contains a criterion statement developed for the Program aspect to be evaluated. Indicator items were developed for each criterion statement as the means of measuring criterion performance levels. The instruments attempt to present some indicators of success regarding

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[4]Lane C. Ash, Helen Kempfer, Margaret McNeil,"Instruments and Procedures for the Evaluation of Vocational/Technical Education Institutional Programs," National Study for Accreditation of Vocational/Technical Education (AVA, Washington, D.C.: Office of Education, U.S. Department of Health, Education and Welfare, Pilot Test Edition, December, 1971).

achievement of criterion performance level in these fourteen aspects of a Field/Community Service Program.

A computer optical scan answer sheet was developed for each evaluator to transfer ratings of the Program aspects evaluated.

While the self evaluation instrumentation would generate data from Program personnel measuring criterion performance levels, it was deemed necessary to provide a means for each District undergoing program evaluation to present a picture of both the District and the Field/Community Services Program describing those characteristics which make it unique. A structure was developed for inclusion in the self evaluation report whereby the District could draw together a profile of both the District and the Program which would outline substance and uniqueness.

It was also determined necessary to provide means for Field Services instructors, the various Program Advisory Committee members, and District Board Members to share in the self evaluation. An Instructor Self-Assessment Form was developed to collect data on instructors' activities, needs, and satisfaction with the District and Program. An opinionnaire was developed for Advisory Committee members to express their reaction to the need, contribution, and utilization of advisory participation. An opinionnaire was also developed for District Board members to express their awareness of and attitude toward the Field/Community Services Program.

The reader is referred to the Field/Community Services Self Evaluation Manual appended to this report for complete presentation of the self evaluation instrumentation as well as the purpose, procedure and Report format.

Organization of the Team Visitation Instrumentation. The team visitation was designed to correlate with and utilize the Self Evaluation Criteria. Instrumentation and procedures were developed which would enable team members and the team leader to work together in assessing the quality of the Program in the light of Program goals and objectives.

The responsibilities of team members prior to and during the visit were determined. The three-day schedule was outlined and evaluation assignments were designated. The Team Report format was detailed; the team leader's and each team member's contribution was outlined. The visiting team guidelines also spelled out the advance planning that was needed, special precautions for team members to observe, and the most feasible financial arrangement which had been determined.

The reader is referred to the Field/Community Services Team Visitation Guidelines which is appended to this final report.

Step Five: Revise Evaluation Model

A review of the evaluation system was held in La Crosse, Wisconsin on April 22, 1977, attended by project staff, Program personnel, Advisory Committee and State Board consultants. The purpose of the review was to determine the validity, utility, efficiency, and transportability of the system so that necessary revisions could be made for continued use of the model. A summary of the main points which were discussed and subsequently incorporated in the final model follows:

Self Evaluation Study. The following suggestions were made:

- A great deal of discussion was generated in response to empirical data which pictured the response pattern of Program personnel to the various criteria questionnaire forms. As a result, the response suggestions shown in the section entitled "Use of the Questionnaires" of the Self Evaluation model was developed.
- Discussion on the merit of a 4- versus a 5-point rating scale were held. As a result the 5-point rating scale was developed.
- It was determined that computer answer forms need to be designed and tailored for the study.

- Changes were suggested for revision of criterion categories and indicator items. It was determined that the bulk of the survey needed to be reduced for all participants and for Center Supervisors in particular.

- It was suggested that districts to be evaluated in the future be asked to outline in narrative format a profile on each Field of Study. This would include a statement on historical development, objectives, and uniqueness in order to help team evaluators to more accurately assess the program.

- To avoid confusion resulting from differing job title terminology between Districts, a separate section on "Adapting the Instrumentation to the District" was suggested and subsequently included.

- Suggestions were made for future evaluation Summary format.

- A bar graph picturing the composite mean table was recommended for future data presentations.

- It was suggested that Chapter VI of the Self Evaluation should show PLANS FOR IMPROVEMENT. In this Chapter the District could outline plans that have already been proposed or are in the works showing effort toward program improvement. "Suggestions for Improvement" would not be made until after the team visit so that the team report along with the self evaluation could be used for this purpose.

- It was suggested that the rating scale be put on each data presentation page (use photo reduction) so that the reader will not have to page back and forth.

- Suggestions for revision of the Instructors Self-Assessment form were given.

- Suggestions for contacting District Board members by questionnaire were given.

Team Visitation. The following suggestions were made:

- Schedule the outreach visitation so that better utilization of time is made.

- Center Supervisors available could be grouped so that more than one could be interviewed at a time.

- An exit interview including the team leader, District Director, and Program Administrator will be incorporated into the revised model to replace the team oral exit report.

- The initial meeting of the team and the administration will be lengthened to one hour. The administration will be asked to highlight certain points about the District and Program organization.

- More time is needed for the Steering Committee to interact with the team.
- It was strongly suggested that a community representative and an instructional services representative serve on the next team.
- A "Commendations" section should be incorporated in the Visitation Report.
- Suggestions for a longer, more thorough orientation for team members by the team leader were given.

Calendar. The calendar needed the following revisions:

- A two year period was suggested as optimum for preparation and undergoing a good evaluation.
- The third to the eighth semester week was suggested as a good time for a team visit.
- Evaluators need more time to complete the self evaluation.
- Two alternative General Activity Calendars were outlined to assist Districts in their timetable planning.

The Pilot Test

Criteria for selecting the two pilot Districts had been determined utilizing Advisory Committee suggestions. (See Appendix D for a listing of criteria.) District One VTAE, Eau Claire, Wisconsin was selected and served as the first pilot school; Western Wisconsin VTAE, La Crosse, Wisconsin served as the second pilot school. The conditions of participation on the following page were drawn up by Project personnel and agreed to by the pilot districts.

UW-Stout, CVTAE
Menomonie, WI 54751

PILOT TEST: CONDITIONS OF PARTICIPATION

The pilot district will be expected to conduct a self evaluation using instruments and procedures developed by project personnel, to use the instruments and procedures as instructed, to submit a Self-Evaluation Report, and to allow the members of the on-site Visiting Team to conduct their portion of the evaluation.

It is anticipated that the pilot district will incur only minor* expense in the conduct of the evaluation as the district will be provided without cost through the Project with enough copies of the Instruments and Procedures for their use in self evaluation and reporting. Expenses of the on-site Visiting Team will be the responsibility of the Project, not the pilot district.

Consultation in the conduct of the self-evaluation study and in the preparation of the self-evaluation report will be provided without cost by the Project. Project staff will assist in orienting district personnel in the use of the Instruments and Procedures.

Pilot schools and centers will be expected to permit Project personnel and designated observers to maintain close watch over the self-evaluation study, to keep Project personnel informed of their schedules so that observers can be present at crucial times, and to share with the Project personnel their suggestions and comments for improvement of the instruments arising out of their experiences in using them.

Under normal circumstances, the self-evaluation study and preparation of the Self-Evaluation Report would likely be spread over a school year. However, the termination date of the study makes it imperative the Self-Evaluation Report be submitted approximately mid-term of the January to May semester, 1977. This will allow scheduling on-site visitation while classes are still operating, analyses of self evaluation and on-site studies, revision and printing of instruments and procedures, and writing the final report.

Participation in the study can be viewed as an opportunity for professional growth and an in-service development activity of the highest order, as well as an opportunity to make a real contribution to the improvement of the Field/Community Services Program.

Wholehearted participation in the field test should be stimulating and an rewarding experience--an exciting educational endeavor and contribution to vocational/technical education.

*Minor expenses incurred by the school could include occasional travel and meal expenditures by school personnel during the business of the evaluation and possible expenditures for coffee coinciding with school orientation and/or other meetings.

PILOT DISTRICT _____ _____
(Name of School) (Signature of District Director)

_____
(Signature of Field Services Admin.)

PROJECT PERSONNEL _____ _____
(CVTAE Co-Director) (CVTAE Co-Director)

_____
Project Director

Calendar. The following calendar encompassing the conduct of the second pilot evaluation was developed and agreed upon by project staff and the pilot school:

October 13	Beginning date for self evaluation. Orientation meeting of project staff and program administrator.
November 2	Steering Committee Meeting to establish guidelines for adapting evaluation system to District personnel structure.
November 9	General orientation meetings to explain purpose, procedure, instrumentation of the evaluation to Program personnel directly involved in evaluation process.
November 29	Deadline for questionnaire response from center supervisors and evening school instructors.
December 28	Deadline for questionnaire response from program personnel advisory committee members.
December 28 to January 17	Data processing period. Data displayed in working table format for total district and for each area.
January 24	Area supervisors and steering committee begin area and district narrative summaries.
February 11	Deadline for area and district narrative summaries.
February 14	Deadline for district and program profiles.
February 21	Final date for completion of Self Evaluation Report.
March 2	Deadline for duplicating Self Evaluation Report and mailing one to each on-site team member and team leader.
March 15, 16, & 17	On-site team visitation.
April 22	Project Review at La Crosse WWTI.
April 22-May 15	Revise model evaluation system.

All phases of the evaluation were piloted as shown in the preceding calendar. A careful recording and monitoring of the pilot was done by project personnel, State Board consultants, and pilot school personnel.

Chapter 3

RESULTS

Appended to this report the reader will find the results of the study; namely, the (1) Field/Community Services Self Evaluation Manual, 1977, (between blue cover pages), and the (2) Field/Community Services Team Visitation Guidelines for Team Members and Team Leader, 1977, (between orange cover pages).

Both models are complete with the necessary instruction and instrumentation to conduct a comprehensive internal and external program evaluation of Wisconsin VTAE Field/Community Services programs.

Both models reflect the revisions necessitated as a result of the pilot testing.

At no time is specific evaluation data resulting from the self evaluation and/or the visiting team evaluation of the two pilot schools displayed in this report. Evaluation data was at all times treated as confidential, the dissemination of which was left to the decision of District One VTAE and Western Wisconsin VTAE administration. Data analyses, and narrative summaries resulting from the evaluation are contained in: District One VTAE Field/Community Services Self Evaluation Study, 1975-76; District One VTAE Field/Community Services Visiting Team Report, 1975-76; Western Wisconsin VTAE Field/Community Services Self Evaluation Study, 1976-77; and Western Wisconsin VTAE Field/Community Services Team Visitation Report, 1976-77.

The reader is advised that the page numbering within the two models does not follow the pagination of this Final Report. This was done so that either or both models could be pulled off and used as a unit or in conjunction with each other.

Chapter 4

RECOMMENDATIONS

Based on the results of the pilot Field/Community Services Program evaluation detailed in this report, the following recommendations are submitted.

Recommendation Number 1

Every effort must be made by Districts to provide a minimum of one-year evaluation time period for successful completion of the Field/Community Services evaluation model.

Statement. The conduct of the pilot project was subject to a time constraint in that both the self evaluation and the team visitation phases were of necessity accomplished in less than a two-semester time period. A more feasible schedule for any future evaluation would allow for orientation and self evaluation to begin early in the fall academic semester followed by the team visitation early in the spring academic semester. An acceptable alternative would be to begin in December, conduct the self evaluation in the following academic semester, and schedule the team visit in October or November. This would allow more time for the conduct of each evaluation phase as well as for the compilation of the two evaluation reports.

Recommendation Number 2

A pool of qualified community and vocational educators with varied areas of expertise who could serve as on-site team evaluators be identified on a state-wide basis.

Statement. The make-up of the on-site evaluation team is critical to the outcome of the evaluation. The team must be composed of professionally qualified and objective persons who are experts in the administrative aspects and fields of study which comprise the heart of the Field/Community Services program. The two on-site teams assembled for the pilot projects are good examples of just such teams. It would be advisable to begin identifying a pool of on-site team evaluators at this time in order to be prepared for the time when many districts will be conducting the external evaluation of their Field/Community Services programs.

Recommendation Number 3

The State Board investigate and identify persons and procedures for administration of the Field/Community Services evaluation system following the termination of pilot project activities.

Statement. The role of project staff in planning, coordinating, and conducting the pilot evaluation has partly been assumed by the school; however, the balance should be reassigned to an appropriate, functioning administrative unit for future state-wide planning and coordination. Activities in which this unit could play a coordinating role include: identification and selection of team leaders, identification and selection of the visiting team members, and scheduling team visits.

Recommendation Number 4

The State Board investigate and arrange for in-service training of team leaders in the performance of their task of guiding both the course evaluation and team members throughout the conduct of the evaluation.

Statement. An efficient and effective well-chosen team leader is one of the keys to a smoothly operating and productive team evaluation. However, the number of Wisconsin VTAE persons who have had training and/or experience in this role is small. A number of qualified potential team leaders could be identified at the State level and trained through a 2 or 3 day in-service workshop in the performance of their team leadership task. This would greatly enhance the efficiency and productivity of team evaluations.

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APPENDIXES

Appendix A

ROSTER

ADVISORY COMMITTEE
1975-76
Field/Community Services Evaluation Project, Phase I

Name	Address & Phone	Area of Representation
Glen Anderson *	Executive Director, Wisconsin Federation of Cooperatives 122 W. Washington Ave. Madison, WI 608/256-1846	Agriculture
Earle Garber	The Garber Company P.O. Box 907 650 McKinley St. Wisconsin Rapdis, WI 54494 715/423-8000	Business
Gerald Jacobson	District I VTAE 620 W. Clairemont Ave. Eau Claire, WI 715/836-3974	VTAE Area Coordinator
Loretta Kawleski (Mrs. Clifford)	Rt. 2, Box 139 Junction City, WI 715/457-2159	Student in the Part-time Continuing Ed. Program
Edwin Kijek	308 Country Club Rd. Schofield WI 54476 Home: 715/359-3732 Office: 715/845-4415 (a.m.)	Labor
John Morgan	LVEC, Waupaca Sr. High 1149 Shoemaker Rd. Waupaca, WI 54981 715/258-3217	Part-time Local Supervisor for Area Evening School Program
Fred Nierode	Lakeshore VTAE 1290 North Avenue Cleveland, WI 53015 414/693-8211	VTAE District Director

Name	Address & Phone	Area of Representation
Jack O'Connell	Indianhead VTAE 1019 S. Knowles Ave. New Richmond, WI 54017 715/246-6561	VTAE Coordinator, Disadvantaged and Handicapped, ABE, GED
Dick Roberts	North Central VTAE 1000 Schofield Ave. Wausau, WI 54401 715/675-3331	VTAE Field/Community Services Administrator
Vernon Swenson	WBVTAE Hill Farms St. Off. Bldg. 4802 Sheboygan Ave. Madison, WI 53702 608/266-1286	Wisconsin Board, Vocational, Technical and Adult Education
Jim Urness	WBVTAE Hill Farms St. Off. Bldg. 4802 Sheboygan Ave. Madison, WI 53702 608/266-0050	Wisconsin Board, Vocational, Technical and Adult Education
(Mrs.) Shirley Wachholz	1106 N. 5th Ave. Wausau, WI 54401 715/675-6146	Business Education Teacher in the Part-Time Adult Program
(Mrs.) Mary Zurawski	Mid-State VTAE 933 Michigan Ave. Stevens Point, WI 54481 715/344-3063	VTAE Campus Administrator, Full-Time Area Agent

Appendix A

ROSTER
ADVISORY COMMITTEE
1976-77
Field/Community Services Evaluation Project, Phase II

Name	Address & Phone	Area of Representation
John Morgan	Waupaca Sr. High 1149 Shoemaker Rd. Waupaca, WI 54981 (715) 258-3217	Part-time local supervisor for area evening school program.
Jack O'Connell	District One VTAE 620 W. Clairmont Ave. Eau Claire, WI 54701 (715) 836-3172	VTAE Coordinator, ABE, GED
Dick Roberts	North Central VTAE 1000 Schofield Ave. Wausau, WI 54401 (715) 675-3331	VTAE Field/Community Services Administrator
Robert Sorensen	Moraine Park VTAE 235 North National Ave. Fond du Lac, WI 54935 (414) 922-8611	VTAE District Director
Dale Steffen	Western Wisconsin VTAE East Center, P.O. Box 55 Mauston, WI 53448 (608) 847-4846	VTAE Area Coordinator
Vernon Swenson	WBVTAE Hill Farms St. Off. Bldg. 4802 Sheboygan Ave. Madison, WI 53702 (608) 266-1286	Wisconsin Board, Vocational, Technical and Adult Education
Jim Urness	WBVTAE Hill Farms St. Off. Bldg. 4802 Sheboygan Ave. Madison, WI 53702 (608) 266-0050	Wisconsin Board, Vocational, Technical and Adult Education
Mary Zurawski	Mid State VTAE 933 Michigan Ave. Stevens Point, WI 54481 (715) 344-3063	VTAE Campus Administrator, Full-time Area Agent

STAGE: 1. NEEDS IDENTIFICATION (Motivation Phase: Motivation For Program Change Initiated)

INPUT	PROCESS	OUTPUT
• State Board Consultant. • State Advisory Committee. • District Occupational or Specialist Coordinator. • District Advisory Committees. • District Board. • Community Requests. • Business/Industry/Labor Contact. • Current Societal Trends. • Enrollment and Attendance Data for Current Offerings. • Suggestions From Students Enrolled in Courses and Student Evaluations. • Staff, (Center Supervisor is a Key Person) • Legislated Needs (EMT, Group Dynamics, etc.) • Community Agencies (Community Action, Voc. Rehab., Health & Social Services, Veterans, etc.)	• Defining District Needs. • Ranking District Needs. • Identifying Problem Areas and Constraints.	• An Agreed Upon Definition of District Needs. • An Establishing Priority Ranking of District Needs. • An Identified List of Objectives That Somehow Need To Be Acted On.

CRITICAL DECISIONS: (Concerns)

1. What efforts are made to identify needs of <u>all</u> adults? Including disadvantaged, handicapped, ethnic groups.
2. How are needs in critical areas identified - alcohol abuse, drug abuse, crime, etc.?
3. What factors are critical to successfully work with business, industry, labor, agriculture?
4. What channels are available for the average community citizen to make needs known? How are needs solicited?
5. Is there a climate of concern receptive to expressed needs?

STAGE: 2. PLANNING FOR CENTERS, FACILITIES, PERSONNEL AND PROGRAMS TO SERVE NEEDS (Design Phase: Design or Development Of Means To Satisfy Needs)

INPUT	PROCESS	OUTPUT
• The priority ranked list of objectives developed in the needs assessment phase. • Time and effort of: 1. Consultants (local, state, federal) 2. Community members 3. Parents 4. Students 5. Educational staff 6. Administrative staff 7. Coordinators 8. Instructional services • School and community facilities and materials. • Money	Staff and public orientation to the needs assessment: • Specifying, attaining, preparing needed school and community facilities - centers, classrooms, equipment. • Recruiting adult continuing education instructors and other supportive staff - identification of persons, liaison with other agencies. • Certifying and employing adult continuing ed. instructors - vocational, avocational, record keeping, evaluation. • Training instructors and staff - orientation, in-service, professional growth. • Developing offerings for adults in response to identified district need - 1. Occupational extension 2. Occupational preparatory 3. Home, family, community, living 4. General and basic education 5. Avocational	Output resulting from the process of program planning is a set of operating guidelines which include: • A selected procedure that specifies within the limitations of available resources, a plan of action for implementing the identified objectives. • An organized schedule (record) of resources: Staff, center, facilities, equipment.

CRITICAL DECISIONS: (Concerns)

1. How recruit specialized instructors to serve special needs?
2. What offerings are now being evaluated?
3. How does district budget to meet their needs?
4. What is the staffing pattern - full-time and part-time?
5. How does Field Services coordinate with Instructional Services?
6. How does Field Services coordinate with Student Services?
7. How are auxiliary services provided to part-time students? (Library, counseling, placement, food, parking, recreation)
8. Are policies and procedures spelled out for F/C Services?
9. Are federal funds through projects available to the part time program to provide special offerings?

STAGE: 2. PLANNING continued

INPUT	PROCESS	OUTPUT
	6. Special short and long courses, conferences, seminars, institutes, workshops. 7. Specialized areas: management training, apprenticeship training, fire service, law enforcement, adult basic education. • Planning and developing curriculum-cooperation with instructional education unit (curriculum specialist), guidance of adult educators and adult learners, curriculum planning workshops. • Scheduling offerings at the time and place the training is needed. • Facilitating registration procedures at major campus and outreach centers to meet State Board requirements, providing software and qualified personnel, providing guidance and counseling. • Developing an effective staff supervisory program. • Budgeting to stay within available funding • Gathering information for and dissemination of public information - coordinating with State Board, Public Instruction Unit: brochures, flyers, articles, catalogs, pamphlets, paid advertising, open house,	

CRITICAL DECISIONS: (Concerns)

10. Are programs coordinated with and scheduled in conjunction with other community agencies? Procedure?

11. Are classes rotated so they do not always fall on the same night?

12. How are courses planned to assure quality of curriculum and instruction?

13. How is the part-time teacher integrated into the total educational program? (Meetings, office space, mailboxes, communication channel.)

STAGE: 2. PLANNING continued

INPUT	PROCESS	OUTPUT
	personal contacts by staff, (student word-of-mouth).	

CRITICAL DECISIONS: (Concerns)

14. What efforts are made to plan for quality service in the small community? (Mobile units, portable equipment)
15. What efforts are made to bring students in from small community (bussing, car pools, etc.)
16. How does the part-time program articulate with the full-time program? (resources, courses, teachers)
17. How have registration procedures been facilitated? (Mail, phone)
18. How do part-time associate degree programs articulate with the program?

STAGE: 3. IMPLEMENT PLANS AND DELIVER SERVICES (Action Phase)

INPUT	PROCESS	OUTPUT
• The specified procedural approach and various strategies developed in the planning stage. • Identified resources: human and physical. • Students.	• Operationalizing the procedural plan as prescribed in the planning stage. • Supervising the staff (continuous process) 1. Giving and maintaining specific directions to all staff members. 2. Can be accomplished by: reports, review of course offerings, enrollment trends, instructor and student comments, perodic staff meetings, budget development, individual communication. • Completing and compiling required reports: 1. Local, state, national. 2. Student, teachers, administrators, costs, services. • Monitoring student progress. • Maintaining district contact and liaison with all public and private groups and individuals: 1. District policy-making boards 2. Local policy-making boards 3. Advisory committees	• Actualization of the objectives established earlier in needs assessment dependent upon: 1. The initial competencies of the students. 2. The efficiency of operation of stages 1, 2, and 3. • Student gain or growth: 1. Cognitive 2. Affective 3. Psychomotor • Records or reports of delivery process and student achievement.

CRITICAL DECISIONS: (Concerns)

1. What student achievement records are available?
2. How are records maintained and kept accessible for re-entry?
3. Is there a yearly report on Field Services provided to the State Board? If so, what additional local reports are kept?
4. Do reports include population served?
5. How is information shared from district to district, such as unique programs?

STAGE: 3. IMPLEMENT PLANS AND DELIVER SERVICES Continued

INPUT	PROCESS	OUTPUT
	4. Educational systems: DPI, CESA, UW-System, private schools, manpower planning boards, other. 5. Business, industry, labor, agriculture, minorities, poor, disadvantaged, elderly, handicapped, unemployed. 6. Community agencies: Wis. Employment Service, community action programs, Dept. of Voc. Rehabilitation, social services, Chambers of Commerce, manufacturing associations, labor organizations, penal systems, consumer groups, urban leagues.	

CRITICAL DECISIONS: (Concerns)

6. Are entering competencies of students identified?

7. How is student progress monitored? Is the accent on a non-threatening manner of evaluation?

8. What aids are available to the instructor? How do districts compensate for mileage traveled? How is preparation time for teachers computed? How are instructor resources shared?

STAGE: 4. EVALUATE DELIVERY AND OUTCOMES (Decision-Making Phase)

INPUT	PROCESS	OUTPUT
• Reports or records of the delivery process: students, teachers, administration, costs, services, facilities. • Reports or records of student achievement. • Evaluation model or guide.	• General process involves determining to what extent the desired outcomes established in the needs assessment phase have been achieved. • Specifically, utilizing a defined, systematic procedure: 1. Evaluating the effectiveness and validity of the needs assessment. 2. Evaluating the effectiveness of the plan of action and the resources that were selected and attained in the planning phase. 3. Evaluating the efficiency in which the plan of action and human and physical resources were operationalized in the implementation phase. 4. Evaluating student gain or growth.	• Record of the effectiveness and efficiency of all phases of the Field/Services program. • A report containing commendations, suggestions, and recommendations for program improvement. • Information and criteria to use as a basis for: 1. Program modification 2. Program termination 3. Program acceptance (maintain) 4. Program initiation

CRITICAL DECISIONS: (Concerns)

1. Is there an evaluation system now operating?
2. What is evaluation format of the full-time program
3. What will district self-evaluation include?
4. What follow-up attempts are made on part-time students? Completers and/or dropouts?
5. What is the cost of the program? Per student?
6. What is the administrative cost ratio to people served?
7. How is the effectiveness of instruction determined?

Appendix C

VISITATION TEAM ROSTER

District I Field/Community Services Pilot Evaluation - April 5, 6, 7, 1976

	Team Membership	Team Function	Experience Background/ Area of Representation	Address/Phone
1.	Robert Sorensen	Chairperson	District Director	Moraine Park VTAE 235 N. National Ave. Fond du Lac, WI 54935. 414/922-8611
2.	Jean Carlson	Member	Home Economics Program Coordinator	Indianhead VTAE 34 S. Wilson Ave. Rice Lake, WI 54868 715/234-8748
3.	Ron Koski	Member	Distributive Ed; Business & Office, Coordinator	Moraine Park VTAE 235 N. National Ave. Fond du Lac, WI 54935 414/922-8611
4.	Jack O'Connell	Member	VTAE Coordinator; ABE, GED, Disadvantaged, Handicapped	Indianhead VTAE 1019 S. Knowles Ave. New Richmond, WI 54017 715/246-6561
5.	Bob Pendleton	Member	Field/Community Services Administrator	Western WI VTAE 6th & Vine Streets La Crosse, WI 54601 608/782-6238
6.	Daniel W. Scheid	Member	Chairman, Agribusiness Division	Madison Area Tech. College 211 N. Carroll Street Madison, WI 53702 608/257-6711, Ext. 381
7.	Ron Schubert	Member	Trades & Industry Program Coordinator	North Central VTAE 1000 Schofield Ave. Wausau, WI 54401 715/675-3331
8.	Dale Steffen	Member	Area Coordinator	Western WI VTAE East Center, P.O. Box 55 Mauston, WI 53448
9.	Betty Bliss	Member	Instructor in the part-time program	1312 Sherwood Circle Wausau, WI 54401 715/845-6110
10.	Fredrick J. Wenzel	Member	Health, Dist. Board Member	Ex. Director, Marshfield Medical Foundation 510 N. St. Joseph Ave. Marshfield, WI 54449 715/387-5241

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11.	Dick Roberts	Consultant	Field/Community Services Administrator	North Central VTAE 1000 Schofield Ave. Wausau, WI 54401 715/675-3331
12.	Vern Swenson	Consultant	WBVTAE	Hill Farms St. Off. Bldg. 4802 Sheboygan Ave. Madison, WI 53702 608/266-1286
13.	Jim Urness	Consultant	WBVTAE	Hill Farms St. Off. Bldg. 4802 Sheboygan Ave. Madison, WI 53702 608/266-0050

Appendix C

VISITATION TEAM ROSTER

Western Wisconsin Field/Community Services Pilot Evaluation - March 15, 16, and 17, 1977

	Team Membership	Team Function	Experience Background/ Area of Representation	Address/Phone
1.	Libby Rosandick	Chairperson	Assistant Director, Community Services	Mid-State VTAE Wood County Courthouse Wisconsin Rapids, WI 54494 715-423-5650
2.	Vern Ader	Member	Coordinator/Supervisor, T & I and Special Projects	Mid-State VTAE Marshfield Campus 110 W. Third Street Marshfield, WI 54449
3.	Virginia Derber	Member	Division Chairperson, General Education	Moraine Park VTAE 235 N. National Ave. Fond du Lac, WI 54935 414-922-8611
4.	Patrick Lacey	Member	Continuing Education Coordinator, Business Education Division	Waukesha County VTAE New Berlin Campus 2305 S. 170th Street New Berlin, WI 53151 414-786-9701
5.	Marilyn Loberg	Member	Home Economics Supervisor	Fox Valley VTAE 1825 N. Bluemound Drive Appleton, WI 54911 414-739-8831
6.	Bill Neverdahl	Member	Assistant Director, Community Services	District One VTAE 620 W. Clairemont Ave. Eau Claire, WI 54701 715-836-3997
7.	Reuben Roehl	Member	Agriculture Coordinator	North Central VTAE 1000 Schofield Ave. Wausau, WI 54401 715-675-3331
8.	Therese Seaman	Member	Health Occupations Coordinator	North Central VTAE 1000 Schofield Ave. Wausau, WI 54401 715-675-3331
9.	Katie Soles	Member	Safety Education Coordinator	Moraine Park VTAE 235 N. National Ave. Fond du Lac, WI 54935 414-922-8611
10.	Lyle Teppen	Member	Adult Education Administrator	Wisconsin Indianhead VTAE 1019 S. Knowles Ave. New Richmond, WI 54017 715-246-6561

Appendix D

FIELD/COMMUNITY SERVICES EVALUATION PROJECT

UW-Stout, CVTAE
Menomonie, WI 54751

CRITERIA FOR SELECTING PILOT DISTRICT

The district in which the Field/Community Services Evaluation Project model, instruments, and procedures will be field tested was selected using the following criteria as guidelines:

The district:

(1) offers a broad Field/Community Services Program including a variety of vocational (occupational) fields and services.

*(2) evidences both rural and urban characteristics.

(3) has expressed interest on the part of the administration in serving as the field testing site.

(4) has adequate local leadership for the project or will make it available.

*(5) offers a good chance for success of the field test.

(6) is accessible to project personnel.

* The Advisory Committee suggested this criterion.

WISCONSIN VOCATIONAL, TECHNICAL, and ADULT EDUCATION

FIELD/COMMUNITY SERVICES

SELF EVALUATION MANUAL

Revised June, 1977

Center for Vocational, Technical and Adult Education
University of Wisconsin-Stout
Menomonie, Wisconsin

Final Report

Project Number 19-009-151-227

VTAE Field/Community Services

Evaluation Model and Procedures, Phase II

Dorothy Dale, Project Director

University of Wisconsin-Stout
Menomonie, Wisconsin

June, 1977

The research reported herein was performed pursuant to a grant of contract with the Wisconsin Board of Vocational, Technical and Adult Education, partially reimbursed from an allocation of Federal funds from the U.S. Office of Education, U.S. Department of Health, Education and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official State Board or U.S. Office of Education position or policy.

PREFACE

The purpose of this Self Evaluation Manual is to provide the procedure and instrumentation through which Field/Community Services Program personnel may critically assess the value and effectiveness of their Program.

Although there are many factors which contribute to a successful self evaluation, essentially there are three basic commitments required of those who wish to insure a quality self evaluation:

- willingness to invest the time, effort, and expense required to carry it through;
- support of all Program personnel for the purposes of the study, and
- a conscientious dedication to carry out, to the greatest possible extent, any improvements which the study shows to be needed for strengthening the Program's structure and services.

This Manual was developed as part of a two-year Field/Community Services Pilot Program Evaluation Project. It has been revised following the pilot and a review of the entire process.

The Self Evaluation Model is based upon state-wide goals and objectives of Field/Community Services. It is meant to be used in conjunction with and as the first step prior to the Team Visitation so that a comprehensive internal and external evaluation may result. (See Field/Community Services Team Visitation Guidelines)

Recognition for foresight, inspiration and continual support and assistance throughout the project is given to the Wisconsin Board of Vocational, Technical and Adult Education. The administration and staff of the pilot schools, District One VTAE, Eau Claire, Wisconsin and Western Wisconsin VTAE, La Crosse, Wisconsin are also commended for having responded with wholehearted professional dedication and participation in the field test. The Field/Community Services administrator and staff at North Central Technical Institute, Wausau, Wisconsin, as well as the Project Advisory Committee served diligently and effectively as a validating sounding board for the self evaluation instrumentation and procedures. Invaluable technical assistance and evaluation expertise were readily available through the Center for Vocational, Technical and Adult Education, University of Wisconsin-Stout and its Co-Directors, Harold Halfin and Orville Nelson.

My thanks to all others who have helped in the development and conduct of this project.

Dorothy Dale, Project Director
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INTRODUCTION

The Field/Community Services evaluation system consists of three phases. Each of the three phases has a specific function defining the objectives of the evaluation system.

PHASE I. Self Evaluation. Adapting and using the procedures and instrumentation contained in the Field/Community Services Self Evaluation Manual, plan, conduct, and report a comprehensive self evaluation of the total Field/Community Services Program.

PHASE II. External Evaluation. Adapting and using the procedures and instrumentation contained in the Field/Community Services Team Visitation Guidelines, conduct an external evaluation and receive a written report containing conclusions and recommendations for program improvement.

PHASE III. Implementation of Evaluation Findings. Using findings from the self evaluation and team evaluation reports, develop short and long range plans for improvement of the program. Begin implementation of the planned program of improvement.

PREPARING FOR THE SELF EVALUATION

Commitment

The self evaluation is a cooperative study and should involve a commitment and support from the School and Program administration and involvement of all Program personnel. The community, advisory committee(s) and students should be cognizant of the development and informed throughout.

Adequate time should be allowed to provide for effective planning and completion of all phases of the study. A one-year time span is looked upon as a minimum with major committee assignments being made prior to the evaluation year.

Committees

In order that the self evaluation study be effective and cohesive, it is necessary that overall responsibility for the study be vested in the head of the program - The Field/Community Services Administrator. He will appoint a steering committee of which he should himself serve as chairman.

With the steering committee, the Field/Community Services Administrator charts the overall course of the self evaluation study making any adaptations deemed necessary, appoints working committees to conduct parts of the study as deemed necessary, orients participants and other members of the institutional community to the self evaluation, outlines a time schedule, and sees to it that committees have necessary materials with which to work. The steering committee must also be responsible for assembling and analyzing data and preparing a summary of strengths and weaknesses for the program as a whole. This summary statement will use, and be an outgrowth of, the completed evaluation instrumentation.

Timetable

Early in the study, a time schedule which reflects the following basic elements should be established by the Steering Committee. Each participant should be given a copy of the schedule.

- Steering Committee establishes guidelines adapting the evaluation system to the District personnel structure.
- Orientation time period for all Program personnel to become familiar with the purpose, procedure, instrumentation and their roles in the self evaluation.
- The beginning date of the self evaluation.
- Deadline for questionnaire response: Program personnel, Instructors, Advisory Committee members, District Board members. A 6 to 8 week period is suggested for questionnaire response.

- Data processing period. Allow a minimum of 4 to 6 weeks, depending on feedback from processing center.

- Deadline for Area and District Summaries. The Administrator, Steering Committee, Coordinators, and others in charge of narrative summaries will want at least 4 weeks to analyze data and write summary report

- Deadline for District, Program, and Field of Study Profiles. This represents Chapters 1 and 2 of the Self Evaluation Report and can be compiled any time prior to or during the evaluation. Much of the content of these profiles is already in existence within the District.

- Final date for completion of Self Evaluation Report.

- Deadline for duplicating Report and mailing one copy to the On-Site Team Leader and each Team member. The Report must be completed so that team members have at least ten days for study of the Report prior to the on-site evaluation date. The Self Evaluation Report should also be disseminated to appropriate District and Program personnel.

- On-Site Team Visitation dates. Plan for a three-day team evaluation.

- Allow 2 to 3 weeks for the arrival of the final master of the Team Report. Allow another 2 to 3 weeks for duplicating and binding the Team Report.

- Dissemination date of the Visiting Team Report to appropriate District and Program personnel.

- Beginning date of planning period to utilize findings of the Self Evaluation and Team Evaluation towards short and long range plans for Program improvement.

Two general evaluation time frames are presented below to assist Districts in their timetable planning. (Each of these timetables has been used effectively by a Wisconsin VTAE District.)

General Activities	Alternative Schedule #1	Alternative Schedule #2
• Appoint Steering Committee . . .	December	May
• Begin Self Evaluation	January	September
• Conclude Self Evaluation and publish Report	June	February
• Conduct External Evaluation . .	October	March
• Publish Visiting Team Report . .	November	April
• Begin Program Improvement Planning period	December	May

Adapting the Instrumentation to the District

It was necessary to use a number of Field/Community Services terms and titles throughout the instrumentation to identify persons, programs, and jobs. The decision was made to use general terms and titles established as common and acceptable throughout the State as used in the Field/Community Services Handbook. This did present a problem, however, in the second pilot school where position titles were significantly different from those titles used in the instruments and, in some instances, some evaluators were confused as to which person was being identified.

Three alternatives are available to Districts to circumvent this problem. First, look over the instruments noting the job titles used. (All such titles have been underlined for your convenience.) Then make a decision as to whether the titles used are sufficiently different from those used in your District to cause confusion among evaluators. A glossary of terms and titles is included in Appendix A to help you in this decision. If you decide there is no problem presented, you can then use the instruments exactly as printed. If, however, you decide some confusion concerning job titles would result, you can adapt the instruments to your District using one of the three following alternatives.

(1) If the difference in job titles is very small, you may merely wish to point this out to evaluators during the orientation period, discussing the job titles in question to clear up a possible misunderstanding. You can then use the instruments exactly as printed.

(2) If the difference in job titles is viewed as a moderate problem, you may wish to use the following Job Title Substitution Chart prior to and during the orientation period. First, determine what District titles should replace those shown in column I. Then write these substitute titles in the appropriate blank opposite in column II. Conduct this same activity with evaluators during orientation. They may then refer to this page if confusion over a title arises during evaluation. You can then use the instruments exactly as printed.

JOB TITLE SUBSTITUTION CHART

I Field/Community Services Job Titles Used in Evaluation Manual	II Specific District Job Titles to be Substituted for that Used. (Write substitutions in spaces below)
Area Coordinator	
Center Supervisor	
Curriculum Specialist	
Field Services Instructor	
Occupational or Specialist Coordinator	
Program Administrator	

(3) If the difference in job titles is viewed as causing substantial confusion, you may wish to special order an instrument package which has been retyped and reprinted to your "job title" specifications. To do this, first, determine what District titles should replace those shown in Column I in the preceding chart. Second, write in the District titles you wish used as substitutions in Column II. Third, contact the CVTAE, UW-Stout, by mail, communicating the specified substitutions and the number of each criterion form desired. New forms will then be typed by mag card according to your specified job title substitutions. Only the underlined job titles have been programmed for change. See Cost Estimate chapter in this manual for approximate cost of this service.

District Profile (Chapter One of the Self Evaluation Report)

The District Profile may be compiled by the Steering Committee or by an ad hoc sub-committee. In most instances, much of this material is already in existence within the District and needs only to be brought together into a cohesive narrative.

Introduce the reader to the District. Lay out a history of the District's development. What geographic area is served? Demographic information such as the following can be included: nature of the population; occupational profile; income profile; education profile; industrial profile.

Include important aspects of the District's VTAE organization such as: philosophy, mission, and objectives; organizational charts with names; long range plans.

Summary tables, charts and figures can be of help to the reader. Feel free to include additional descriptions which will draw together into a profile that will be unique to the District.

Program Profile (Chapter Two of the Self Evaluation Report)

The Steering Committee will designate the persons who will compile the profile of the Field/Community Services Program. The writers will want to include aspects of the Program such as: philosophy and mission and its relationship to the District's and State's philosophy and mission; objectives of the total Program; organizational charts with names; District plans for Community Services, Program Development Plans, Enrollment trends, resources, faculty.

The Program profile should include a description for each Field of Study. This is essential for the upcoming Team Visitation. The team member who is assigned to each Field(s) of Study will want to study the history of development, Program objectives, and unique aspects as well as course offerings, enrollments, plans for outreach assistance, advisory committee involvement and evaluations for each Field of Study.

Some of this material, because of length and/or bulk, may instead be included with exhibits displayed for team viewing in the team work room.

Include summary tables, charts and figures where they are helpful. Feel free to include additional Program characteristics which will draw together into a profile outlining the substance and uniqueness of the Program.

Composition of Questionnaires

The instrumentation and procedures developed for evaluation of the Field/Community Services Program are designed to involve Program personnel at all levels in a critical study of the Program as it is presently functioning from the viewpoint of their role of involvement in the Program. This is in keeping with the idea of self evaluation wherein the people most directly concerned with the various phases and facets of the Program be involved with the portions of the self evaluation pertaining to their work.

Each questionnaire contains a criterion statement developed for each Program aspect to be evaluated. Indicator items were developed for each criterion statement as the means of measuring criterion performance levels.

Questionnaires (yellow) were developed for Program Criteria which are grouped in the following categories:

Evaluation Criteria

I. Philosophy and Objectives
II. Needs Identification: Methods and Utilization
III. Management: Administration
IV. Management: Records and Reports
V. Management: Planning
VI. Management: Finance and Business Management
VII. Public Relations
VIII. Staff and Staff Development
IX. Instructional Space, Facilities, Supplies & Equipment
X. Curriculum
XI. The Teaching-Learning Process
XII. Learning Resources
XIII. Advisory Committee(s)
XIV. Evaluation

The instruments attempt to present some indicators of success regarding achievement of criterion performance level in these fourteen aspects of a Field/Community Services Program.

Computer answer sheets (4) were developed upon which each evaluator will transfer ratings of the Program aspects he/she evaluated. The data analysis resulting from these answer sheets will be used to synthesize Summary statements showing the strengths and weaknesses for the various specified summary levels. (See Developing the Summaries.)

Use of Questionnaires

Outlined below are suggestions for Districts to consider in assigning staff to respond to specific questionnaires. The suggestions are an outgrowth of trial use and also reflect the tenet that the people most directly concerned with the various phases and facets of the Program be involved with those portions of the self evaluation pertaining to their work. Therefore, Districts are challenged to study the following suggestions, balance these suggestions against the District personnel structure, and develop a response pattern unique to the District.

DISTRICT DIRECTOR. As head of the institution, the Director is close to and has a responsibility for various aspects of the Field/Community Services Program. The Director is asked to respond to those forms where he/she is involved, with particular emphasis on Forms 1, 3, 5, & 14. An alternative strategy used was to have the executive committee, which included the District Director and key Field/Community Services administrative personnel.

together rate all forms resulting in one composite form. It was felt that this strategy was useful but might tend to skew the standard deviation figure.

PROGRAM ADMINISTRATOR. It is suggested that the Program Administrator respond to all forms. It is understood, however that in certain areas he/she delegates authority to staff; therefore, where close involvement in a specific criterion area is lacking, a non-response will indicate this.

OCCUPATIONAL/SPECIALIST COORDINATOR. Because of their close involvement in all aspects of the Program both on the main campus and in the outreach areas, the occupational coordinator may respond to all forms. Each coordinator will first determine whether his/her major involvement is in outreach or on main campus and then will respond to the questionnaires rating specifically that area: e.g., either main campus or outreach. This will preclude confusion resulting from coordinators trying to establish a rating, for example, for Learning Resources which would adequately reflect both main campus and outreach. An alternative suggestion would be that specialist coordinators rate two sets of "selected" forms for both main campus and outreach.

AREA COORDINATOR. Because of their close involvement in many aspects of the Program, area coordinators will share a major part of the evaluation. Center Supervisors and instructors will probably receive their instruction and instrumentation through area coordinators who would then also collect their completed forms. Area coordinators also may respond to all questionnaires. Area coordinators will then be responsible for synthesizing a Summary statement showing strengths and weaknesses of the Program as evaluated in their geographical area. This Summary will be synthesized from data analysis from the Center Supervisors evaluations as well as their own for Developing the Summaries.)

CENTER SUPERVISOR. Center Supervisors will most likely want to respond to the following questionnaires - Forms 2, 7, 8, 9, 10, 11, 12, and 14. The Center Supervisor may also be designated by Area Coordinators as responsible for disseminating and collecting the Instructor Self-Evaluation Forms from instructors.

ADVISORY COMMITTEES. The Advisory Committee opinionnaire, Form 15, can be given to the chairperson of all or as many occupational Advisory Committees as is possible.

INSTRUCTOR. The Field Services instructor will be involved in the self evaluation study through the use of the Instructor Self-Evaluation Form, Form 16. The instructors who have been selected as the sample will need to be given a form to complete along with orientation to and assistance with completion of the form. Instructors must also be alerted that a Visitation Team member(s) may be coming to the Center for a short period of time. The team should visit only those classes to which permission and notification has been given.

DISTRICT BOARD. All members of the District Board can be contacted with Form 17, the District Board Member Opinionnaire.

Instructions for All Evaluators

Before using the evaluation form given you, it will be of benefit to you to follow this procedure:

(1) Look through the entire form so that you are thoroughly familiar with it.

(2) Work with one CRITERION at a time. Consider each indicator and rate using the following code:

---

5 = Significantly above criterion; Outstanding

4 = Slightly above criterion; More than satisfactory

3 = Meeting criterion; Satisfactory

2 = Approaching criterion; Needs some improvement

1 = Far below criterion; Needs major improvement

NA = Not applicable; I am not involved in this situation

Items that do not apply to you should be marked "NA." NA is a valid response and should not be viewed as a "cop out." NA means simply that the evaluator is not sufficiently involved in that particular situation to justify rating it.

Be prepared to substantiate your rating to On-Site Team members by making notes as you go of materials you will want to have made available for the Visitation Team. These notes should be forwarded to the Program Administrator so that he may add these materials to those suggested for reference and review at Visitation time. Whenever you deem it important, you may also further define your rating with supporting comment or explanation as you complete the forms by placing any comments on the back of the answer sheet.

(3) In the indicator-by-indicator analysis, evaluate your area of involvement in the program in terms of the criterion performance level reached.

(4) After evaluating your portion of the Program in terms of each criterion, transfer your ratings to the appropriate computer answer sheet. Return only the answer sheet. The questionnaire packet can be kept for your reference.

GENERATING THE DATA ANALYSES

In order to give the District flexibility in analyzing and displaying the data collected, the following suggestions are submitted.

Evaluation Criteria - Forms 1 through 14

Run computer summaries for:

(1) Total District
(2) Outreach areas (include all Outreach responses)
(3) Sub-Group Outreach areas (if applicable)
(4) Main Campus (if applicable)

showing number, percent, mean, standard deviation, (Median and IQR optional), correlation coefficient, composite mean, composite standard deviation and reliability index. This will allow display of data by tables as shown in blank Table Shell 1, Figure 1, Table 2, Figure 2, and Table 3 which is photo reduced to save space and exemplifies the first criterion. Table 4 exemplifies data analysis display for one of the outreach areas.

Form 15 - Advisory Committee Opinionnaire

Run computer summary for total responses showing mean and standard deviation, correlation coefficient, and reliability index. This will allow display of data by tables as shown in Table 5.

Form 16 - Instructor Self-Assessment Form

Run computer summaries for:

(1) Total District
(2) Main Center
(3) Combined Outreach areas

showing number, percent, mean, standard deviation, correlation coefficient, and reliability index. This will allow display of data as shown in tables 6, 7, 8, 9, and 10.

Form 17 - District Board Opinionnaire

Run computer summary for total responses giving mean and standard deviation, correlation coefficient, and reliability index. This will allow display of data similar to table 5, Advisory Committee Opinionnaire.

A table showing number and percent of questionnaires returned, exemplified by table 11, is also strongly recommended.

The tables and figures referred to above and shown in the following pages in empty shell form may be used as shown or adapted by District personnel to display data. Remember to include the mean and standard deviation key on appropriate forms (See table 1) for ready reference.

Table 1

COMPOSITE MEAN SCORE VALUES FOR FOURTEEN BASIC PROGRAM EVALUATION CRITERIA AS RATED BY THE TOTAL DISTRICT FIELD/COMMUNITY SERVICES PERSONNEL

School _____ Date _____ N=

Criteria	TOTAL DISTRICT COMPOSITE Mean	SD
1. Philosophy and Objectives		
2. Needs Identification: Methods & Utilization . .		
3. Management: Administration		
4. Management: Records & Reports		
5. Management: Planning		
6. Management: Finance & Business Management . . .		
7. Public Relations		
8. Staff & Staff Development		
9. Instructional Space, Facilities, Supplies & Equipment		
10. Curriculum		
11. The Teaching-Learning Process		
12. Learning Resources		
13. Advisory Committee(s)		
14. Evaluation		

KEY

Mean Score Ratings

5 = Significantly above criterion; outstanding.
4 = Slightly above criterion; more than satisfactory.
3 = Meeting criterion; satisfactory.
2 = Approaching criterion; needs some improvement.
1 = Far below criterion; needs major improvement.

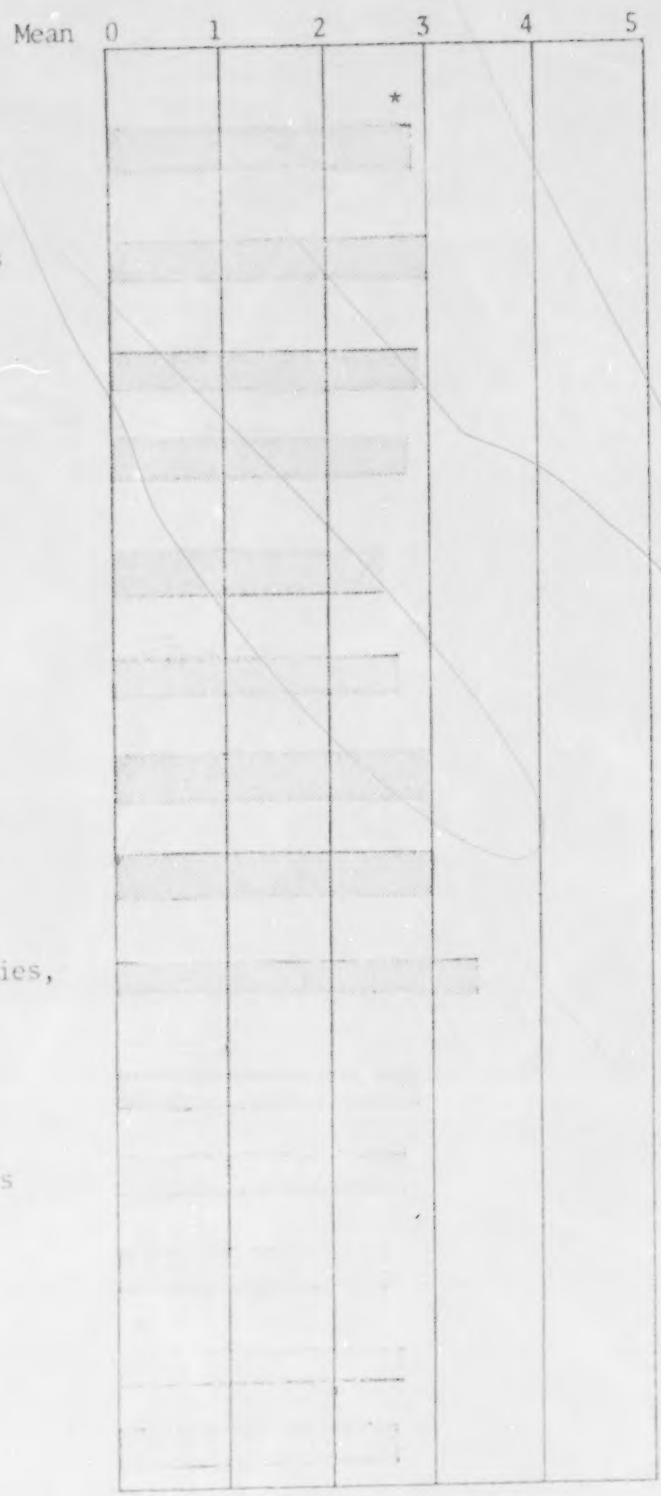
Standard Deviation

0 to .60 = Very High Level of Agreement.
.61 to 1.20 = High Level of Agreement.
1.21 to 1.80 = Moderate Level of Agreement.
1.81 and above = Low Level of Agreement.

Figure 1

COMPOSITE MEAN SCORE VALUES FOR TABLE 11 DISPLAYED IN GRAPHIC FORMAT

School _____ Date _____



TOTAL DISTRICT

1. Philosophy and Objectives
2. Needs Identification: Methods and Utilization
3. Management: Adminstration
4. Management: Records and Reports
5. Management: Planning
6. Management: Finance and Business Management
7. Public Relations
8. Staff and Staff Development
9. Instructional Space, Facilities, Supplies and Equipment
10. Curriculum
11. The Teaching-Learning Process
12. Learning Resources
13. Advisory Committee(s)
14. Evaluation

* Bars displayed for example only.

Table 2

COMPOSITE MEAN SCORE VALUES FOR FOURTEEN BASIC PROGRAM EVALUATION CRITERIA AS RATED BY THOSE FIELD/ COMMUNITY SERVICES PERSONNEL INVOLVED MAINLY IN OUTREACH

School _____ Date _____ N=

Criteria	OUTREACH COMPOSITE Mean	SD
1. Philosophy and Objectives		
2. Needs Identification: Methods & Utilization . .		
3. Management: Administration		
4. Management: Records & Reports		
5. Management: Planning		
6. Management: Finance & Business Management . . .		
7. Public Relations		
8. Staff & Staff Development		
9. Instructional Space, Facilities, Supplies & Equipment		
10. Curriculum		
11. The Teaching-Learning Process		
12. Learning Resources		
13. Advisory Committee(s)		
14. Evaluation		

KEY

Mean Score Ratings

5 = Significantly above criterion; outstanding.
4 = Slightly above criterion; more than satisfactory.
3 = Meeting criterion; satisfactory.
2 = Approaching criterion; needs some improvement.
1 = Far below criterion; needs major improvement.

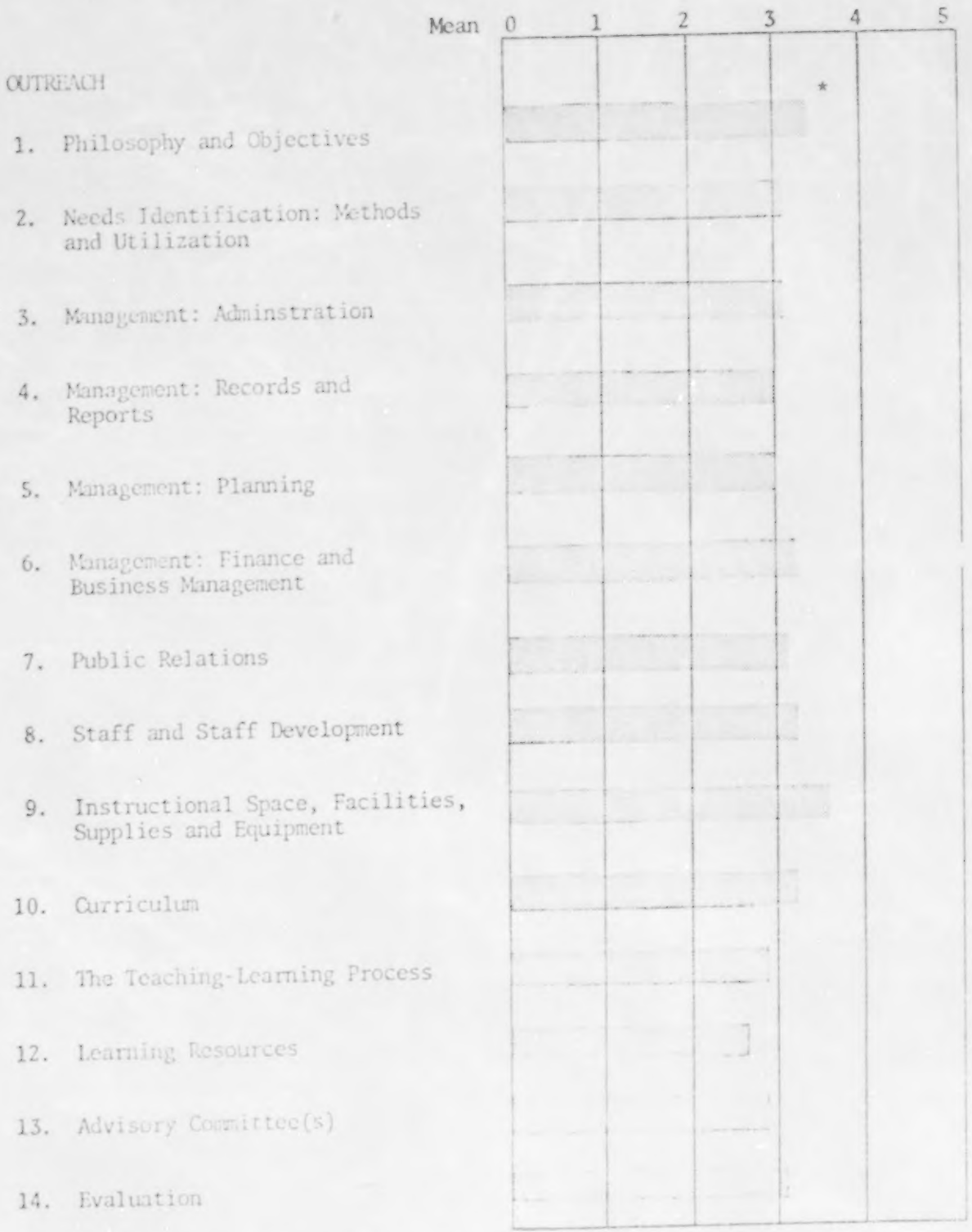
Standard Deviation

0 to .60 = Very High Level of Agreement.
.61 to 1.20 = High Level of Agreement.
1.21 to 1.80 = Moderate Level of Agreement.
1.81 and above = Low Level of Agreement.

Figure 2

COMPOSITE MEAN SCORE VALUES FOR TABLE 2 DISPLAYED IN GRAPHIC FORMAT

School _____ Date _____



* Bars displayed for example only.

School _____ Date _____

I. PHILOSOPHY AND OBJECTIVES

CRITERION: *The philosophy and objectives of the District and the Field/Community Services Program are clearly stated and adequately reflect the District's purpose.*

	Total District N= Mean	SD	Outreach N= Mean	SD
INDICATORS:				
1. The philosophy and objectives of the Field/Community Services Program are published in a clear and concise manner.				
2. The philosophy and objectives of the Field/Community Services Program are made readily available to staff, students and the community.				
3. The philosophy and objectives of the Field/Community Services Program are revised periodically and kept current with the times.				
4. The philosophy and objectives of the Field/Community Services Program are in harmony with each other and with the purpose of the District.				
5. The philosophy and objectives of the District indicate the mission of the Field/Community Services Program within the total mission of the District.				
6. The philosophy and objectives of the Field/Community Services Program indicate the services offered.				
7. The philosophy and objectives of the Field/Community Services Program indicate the means through which the objectives will be met.				
The clientele to be served are clearly described by the objectives and includes the Field/Community Services responsibility for serving groups such as:				
8. Secondary school youth				
9. Post secondary school youth				
10. Unemployed and underemployed adults				
11. Employed adults				
12. Women/men				
13. The handicapped				
14. The disadvantaged				
15. Ethnic groups				
16. Minority groups				
The objectives of the Field/Community Services Program provide for the special needs of the following individuals whose concern is to:				
17. Learn job entry skills				
18. Up-date their present skills				
19. Develop new skills for new occupations due to changing technology				
20. Acquire new training and skills to satisfy new interest in other occupations				
21. Prepare for early retirement because of the economy				
22. Develop skills for self-employment				
23. Develop skills for senior citizens				
24. Develop hobbies for leisure time				
25. Learn a new trade because of unemployment due to the economy				
The philosophy and objectives of the Field/Community Services Program provide for the special needs of referrals from community agencies such as:				
26. Veterans				
27. Community Action				
28. Vocational Rehabilitation				
29. Health & Social Services				
30. Law Enforcement Agencies				
31. County Extension Office				
32. Public Schools				
33. University Extension				

II. NEEDS IDENTIFICATION: METHODS AND UTILIZATION

Table		Total District N= Mean	SD	Outreach N= Mean	SD
	CRITERION: *Methods of needs identification used by the Field/Community Services Program are adequate and effective in identifying the needs of the public served by the District. Needs identification data is effectively used for the purpose of developing Field/Community Service offerings.*				
	INDICATORS:				
36.	Population surveys are used periodically to determine the needs of the people in the area served by the District.				
37.	Business, industry and community leaders are consulted to ascertain needs of the community.				

...continued...

Table 4

COMPOSITE MEAN SCORE VALUES FOR FOURTEEN BASIC PROGRAM EVALUATION CRITERIA AS RATED BY THOSE FIELD/COMMUNITY SERVICES PERSONNEL IN (name) OUTREACH

School _____ Date _____ N=

Criteria	(name) Center Composite Mean	SD
1. Philosophy and Objectives		
2. Needs Identification: Methods & Utilization . .		
3. Management: Administration		
4. Management: Records & Reports		
5. Management: Planning		
6. Management: Finance & Business Management . . .		
7. Public Relations		
8. Staff & Staff Development		
9. Instructional Space, Facilities, Supplies & Equipment		
10. Curriculum		
11. The Teaching-Learning Process		
12. Learning Resources		
13. Advisory Committee(s)		
14. Evaluation		

KEY

Mean Score Ratings

5 = Significantly above criterion; outstanding.
4 = Slightly above criterion; more than satisfactory.
3 = Meeting criterion; satisfactory.
2 = Approaching criterion; needs some improvement.
1 = Far below criterion; needs major improvement.

Standard Deviation

0 to .60 = Very High Level of Agreement.
.61 to 1.20 = High Level of Agreement.
1.21 to 1.80 = Moderate Level of Agreement.
1.81 and above = Low Level of Agreement.

Table 5

ADVISORY COMMITTEE MEMBERS' RATINGS
INDICATING THEIR REACTION TO EIGHT SELECTED STATEMENTS
CONCERNING ADVISORY INPUT

Statement	Ratings (N=) Mean	SD
(1) I feel that as a member of my advisory committee I have made a positive contribution to the effectiveness of the field/community services program.		
(2) I believe my advisory committee has contributed in identifying the needs of the people that the field/community services program must serve.		
(3) My advisory committee met too infrequently to really be effective.		
(4) The advice given by my advisory committee has been considered/utilized by the field/community services program managers.		
(5) I feel my advisory committee should be more involved in determination of appropriate curriculum needs for the field/community services program.		
(6) I feel my advisory committee should be more involved in determination of appropriate equipment/facility needs for the field/community services program.		
(7) I feel the members on my advisory committee are equally representative of employers and employees.		
(8) As far as I know, minutes of our advisory committee meetings are taken, compiled, and disseminated.		

Key: 1 = Strongly Disagree
2 = Disagree
3 = Undecided
4 = Agree
5 = Strongly Agree

Table 6

Number and Percent of Instructor Self-Assessment Forms Returned

Center	Total	Questionnaire's Distributed	Questionnaire's Returned	% Return
TOTALS				

*Totals in the following tables will not in all cases equal 185. This is due to some responders omitting occasional items.

Table 7

Length of Teaching Employment
for Instructors in the Part-Time Program

Length of Teaching Employment	N= Total District		N= Main Center		N= Outreach Centers	
	N	%	N	%	N	%
1. This is my first year.						
2. Two years.						
3. Three to four years.						
4. Five to six years.						
5. Over six years.						

Table 8

Background Data on Instructors in the Part-Time Adult Program

Data Questions	N= Total District		N= Main Center		N= Outreach Centers	
	%No	%Yes	%No	%Yes	%No	%Yes
1. Do you also teach in the District VTAE full-time program?						
2. Have you had occupational experience in your subject area within the past two years?						
3. Have you participated in any teacher training or instructional improvement activities within the past two years?						

Table 9

Mean Hours per Instructor for Six Selected Instructional Activities

Instructional Duties	N= Total District Mn Hrs	N= Main Center Mn Hrs	N= Outreach Centers Mn Hrs
1. Instruction: Classroom			
2. Instruction: Lab/Shop			
3. Preparation for Classroom instruction			
4. Preparation for Lab/Shop instruction			
5. Grading			
6. Student Activities			
7. Other			

Table 10

Part-Time Instructors' Response to
Selected Areas of Instructional Assistance

*Item No.	Does your VTAE District make adequate provision for:	N= Total District %Yes	%No	N= Main Center %Yes	%No	N= Outreach Centers %Yes	%No
(14)	Pre-service orientation?						
(15)	In-service teaching improvement?						
(16)	Instructional supplies & materials?						
(17)	Curricular Development: continuing classes						
(18)	Curricular Development: new or unique classes						
(19)	Equipment necessary for class instruction and use?						
(20)	Keeping equipment up-to-date?						
(21)	Audio-Visual aids?						
(22)	Getting emergency supplies and/or repairs?						
(23)	Maintaining a safe and healthful work space?						
(24)	Time for record keeping & planning?						
(25)	Space for record keeping & planning?						
(26)	Teacher meetings or other means of communicating and coordinating work?						
(27)	Storage for equipment, projects, etc.?						
(28)	Emergency medical assistance and means of summoning it?						
(29)	Help with problems that may interfere with your doing your best work?						
(30)	Student evaluation forms for you to use in your classes?						
(31)	Instructor self-evaluation forms for you to use for self-improvement?						

*Arrange items in mean rank order for Total District for ease in interpreting.

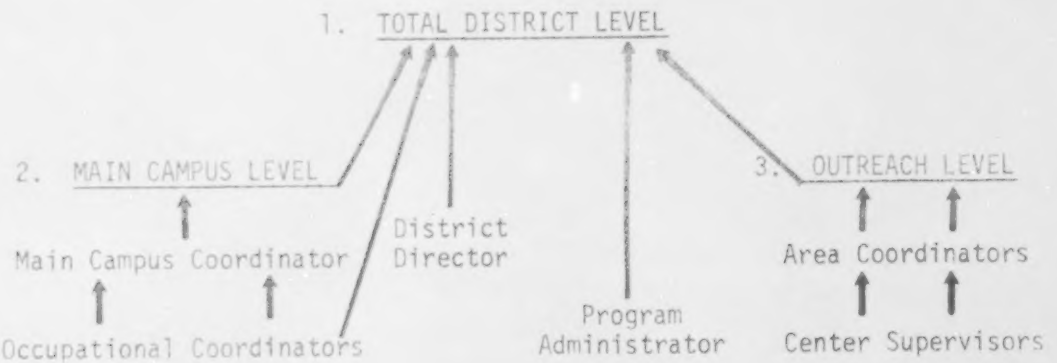
Table 11

NUMBER AND PERCENT OF QUESTIONNAIRES RETURNED

Personnel	Total	Questionnaires Distributed	Questionnaires Returned	% Return
(List response groups)				
TOTALS				

DEVELOPING THE SUMMARIES

Using the computer analysis provided, summary statements in narrative format may be generated at two or three levels as diagrammed below and explained in the following paragraphs:



1. Total District Level. (Chapter Three of the Self Evaluation Report) One District-wide summary showing the strengths and weaknesses of the total Field/Community Services Program will be synthesized by the Program Administrator and Steering Committee from data generated by all respondents.

2. Main Campus Level. (Chapter Four of the Self Evaluation Report, if applicable). Data gathered from questionnaires responded to by the main campus coordinator and occupational coordinators whose main involvement is on the main campus will be synthesized by the main campus coordinator with a summary showing strengths and weaknesses for the main campus. In one pilot school this summary was omitted as too few people were involved and only the Total District and Outreach Level summaries were developed.

3. Outreach Level. (Chapter Five of the Self Evaluation Report) Data generated from questionnaires responded to by Area Coordinators and Center Supervisors will be synthesized by each area coordinator into a summary showing the strengths and weaknesses for his/her outreach area. (Data generated from occupational coordinators whose main involvement is in the outreach areas will be included automatically in the outreach computer analysis.)

Suggested Summary Format. Narrative summaries can be written in the following suggested format using the computer analysis furnished:

I. Introduction - Overview of Findings

A. Identify and list those criteria which were rated as a strength of the Program - mean of 3.57 and above.

B. Identify and list those criteria which were rated in the "meeting criterion" or satisfactory range - mean of 2.51 to 3.50.

C. Identify and list those criteria which were rated as a weakness of the Program - mean of 1.00 to 2.50.

II. STRENGTHS OF THE PROGRAM

A. Findings (analysis). Review and analyze in numerical order those criteria identified as strengths. Identify indicators with particularly strong mean ratings. Scan the standard deviation figures and discuss whether general agreement or disagreement among raters is evidenced. Are there some weak rated indicators among the strengths?

B. Conclusions and/or recommendations (synthesis). Summarize findings of Program strengths by synthesizing conclusions and/or recommendations from the findings discussed in A. above. A good Program will acknowledge and build upon its strengths.

III. WEAKNESSES OF THE PROGRAM

A. Findings (analysis). Review and analyze in numerical order those criteria identified as weaknesses. Where are the weakest ratings? Do the standard deviations indicate raters are in general agreement or disagreement in assigning these ratings? Are there some areas of strengths among the weaknesses?

B. Conclusions and/or recommendations (synthesis). Summarize findings of Program weaknesses by synthesizing conclusions and/or recommendations from the findings discussed in A. above. A good Program will search out and identify its weaknesses as a starting point for Program improvement.

Note: Those criteria identified in I.B. as meeting criterion level (2.51 to 3.50) need not be elaborated on in the summary unless it is felt that significant comparisons or relationships should be pulled out and analyzed.

THE SELF EVALUATION REPORT

Instructions

1. The original signed copy will be kept in the District.

   - Each visiting Team member will be loaned a copy.
   - Selected Program personnel will need a copy.
   - All loaned copies will be returned to the District after the review is completed.

2. Prepare a cover page showing:

Copy #. ___ of ___ Used by _____ (Leave blank for name of visiting team member.)

SELF EVALUATION REPORT
of
(Name and Location of District)

_____
Date

_____
Signature

_____
Title, Prog. Admin.

3. Include in the report:

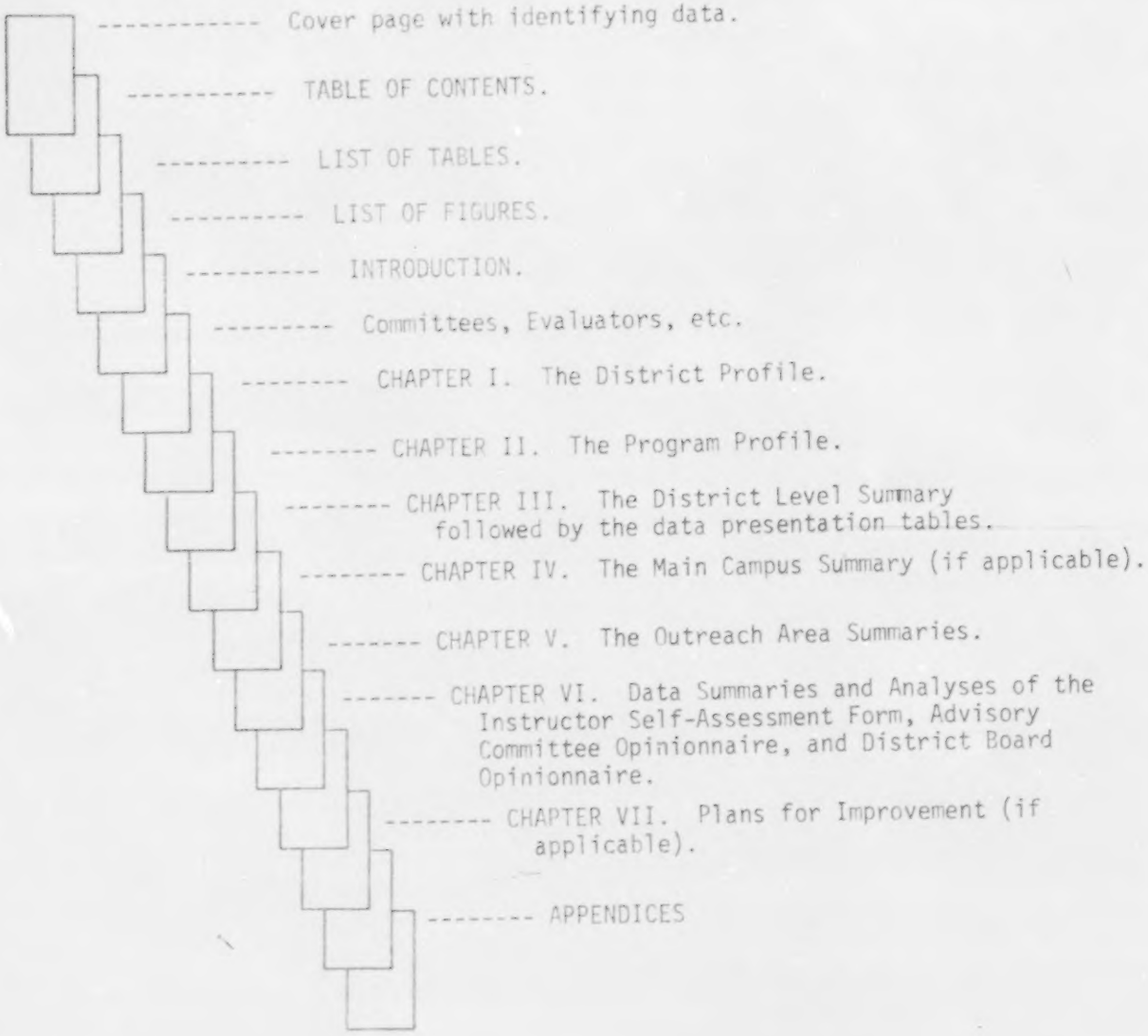
   - The cover page with original signatures.
   - TABLE OF CONTENTS
   - LIST OF TABLES
   - LIST OF FIGURES
   - INTRODUCTION including purpose, approach and organization of the evaluation.
   - A list of persons and committees who were involved in the evaluation and in compiling the report. Show names, titles, and where applicable, the group of which each person is representative (e.g. former student, employer, etc.).
   - CHAPTER I. The Profile of the District.
   - CHAPTER II. The Profile of the Program.
   - CHAPTER III. The Summary at the District Level followed by the data presentation tables.
   - CHAPTER IV. The Main Campus Summary (if applicable).
   - CHAPTER V. The Outreach Area Summaries.
   - CHAPTER VI. Data summaries and analysis of the Instructional Self-Assessment Form and the Advisory Committee Opinionnaire. Include conclusions synthesized from the report.
   - CHAPTER VII. Plans for Improvement. The self evaluation may identify Program weaknesses which have already been acknowledged and for which improvement plans are either proposed or in the works. Any such plans can be reviewed in this chapter. (If no such plans exist, omit Chapter VII.)

4. Include in the APPENDICES:

   - A blank copy of the survey instrumentation and instructions as well as the following:
   - The Instructor Self-Assessment Form, the Advisory Committee Opinionnaire, and the District Board Opinionnaire.
   - Any applicable supporting evidence/explanations/documentation. Substantiating evidence not attached to the Report itself may be retained at the school in readiness for the Visiting Team.

5. Be sure each page is numbered and each item of the Report is marked with appropriate data: heading, location, dates, etc.

Example


Cover page with identifying data.
TABLE OF CONTENTS.
LIST OF TABLES.
LIST OF FIGURES.
INTRODUCTION.
Committees, Evaluators, etc.
CHAPTER I. The District Profile.
CHAPTER II. The Program Profile.
CHAPTER III. The District Level Summary followed by the data presentation tables.
CHAPTER IV. The Main Campus Summary (if applicable).
CHAPTER V. The Outreach Area Summaries.
CHAPTER VI. Data Summaries and Analyses of the Instructor Self-Assessment Form, Advisory Committee Opinionnaire, and District Board Opinionnaire.
CHAPTER VII. Plans for Improvement (if applicable).
APPENDICES

PREPARATIONS FOR THE VISITING TEAM

Responsibility of the School

Many non-evaluatory plans can best be facilitated by persons located in the District geographical area. Therefore, the school will assume responsibility for completing the following activities and arrangements:

Preliminary Preparations

1. Carefully read Visiting Team Guidelines.

2. Contact State Board Consultants for team leader and member suggestions. Submit possible team roster to District Director and Program Administrator. Finalize the list when agreement is reached. Arrange for notification of team members. See sample letters in Appendix B.

3. Write team members to confirm assignments. Mail team roster, Self Evaluation Report, Guidelines for team members and chairperson, and tentative visitation schedule and assignments to all members at least ten days prior to visit. See Appendix C for samples of these forms.

4. Adapt the list of suggested materials on the following page that the school can have in readiness for the team.

5. Arrange for a team work room at the main campus building. Arrange for suggested materials to be available in the team work room as well as typewriter, paper, clerical help if necessary, dictaphone, tape recorders, etc. Arrange for school personnel to lay out materials in logical order and to explain material arrangement to team members.

6. Plan for housing and transportation. Reserve hotel/motel rooms for team members and consultants. Read "Team Member Finances" in Visiting Team Guidelines.

7. Review and plan tentative team schedule and assignments. Review with chairperson to finalize.

8. Prepare name tags for team members, chairperson, and consultants, if any.

9. Confirm arrangements for scheduled meals and eating facilities.

10. Complete the Information for Visiting Team Form and send to all team members (Appendix D) along with Personal Data sheet (Appendix E) and map of District and school.

11. Call team members and assure that they have received all materials for adequate review.

12. Distribute Team Guidelines to all Program personnel. READ. Program personnel should also receive roster, schedule, etc.

During Visitation

1. Distribute travel vouchers to team leader.

2. Monitor progress, offer assistance or consultation as needed.

After Visit

1. Duplicate the completed Visitation Team Report upon receipt of original from team chairperson.

2. Distribute the specified number of copies to the Program Administrator for distribution.

Suggested Institutional Materials for Visiting Team

• The following list of materials is intended as a guide to the Program Administrator preparing for a team visit. Include materials as they relate to the part-time adult program. Grouping and identifying these materials in the team work room can greatly expedite the work and enhance the effectiveness of the team.

(Team members will have received in advance the Self Evaluation Report for study prior to the visit of the team. Some of the items listed below will have been included in the Self Evaluation Report and therefore need not be duplicated in the team work room.)

School catalog

Charter

Published policies of the governing board

Field/Community Services Manual

Faculty manual - part-time teacher

Handbook for Center Supervisors

Salary schedule - part-time teacher

Admissions and scholastic records

Class enrollments for last 2-5 years

Financial Aid records and statistics

Class schedules - current - for credit and non-credit adult classes

Student recruitment plan and brochure

Budget (current and projected)

Audit (financial report)

Purchasing procedures

Plan for staff evaluation

Advisory Committee rosters and minutes

Faculty dossiers; certification records

Student personnel records

Plan for student services

Student handbook

Plan for staff development

Brochures and other publications

Master campus plan

Program development or Five Year Plan

Organizational charts with names and related documents (e.g., job descriptions)

Reports of institutional research, including:

- Enrollment statistics
- Studies of grading practices and distributions
- Studies of current students
- Follow-up studies of former students

Course syllabuses and/or outlines

Departmental and Course Objectives

Program evaluations

Laboratory layouts

Safety program

Published financial and/or other reports

Descriptive information about the community

PROGRAM EVALUATION COST ESTIMATE

In order to assist Districts undergoing program evaluation to budget the cost of necessary instruments and activities, the following estimates are submitted, current as of July 1, 1977.

Instruments - CVTAE, UW-Stout

	Cost (Includes Postage)
• "Self Evaluation Manual," complete with instructions and all questionnaires, including one additional set of computer answer forms	$ 3.00/each
• Separate set of computer answer forms (4 sheets)	.40/set
• Separate questionnaires on Criteria	.10/sheet
• Advisory Committee Opinionnaire	.10/each
• District Board Opinionnaire	.10/each
• Instructor Self-Assessment Questionnaire	.15/each
• "Team Guidelines" booklet complete with instructions and instrumentation	2.00/each
• Re-typing Criteria I through XIV to District "job title" specifications	75.00/one master each of 14 Criteria.

Computer and Analysis Service - CVTAE, UW-Stout

• Op scan form processing including two analysis runs*	$ .15/person/form
• Advisory committee Opinionnaire processing	.15/form
• District Board Opinionnaire	.15/form
• Instructor Self-Assessment Questionnaire processing	.20/form
• Transcribing data from computer printout to tabular format	75.00
• Typing tables	75.00

*There will be an additional charge for more than two analysis runs.

Due to form registration, only CVTAE op scan forms can be processed here.

Technical Assistance - CVTAE, UW-Stout

Services of an evaluation specialist are available for orientation to the evaluation process and assistance in the conduct of the evaluation	$ 75.00/day; plus expenses

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On-Site Visitation

Total cost of room, meals, and travel for the 9-member on site evaluation team in April, 1977 was . . . . . (State Uniform Guidelines were strictly adhered to and the host District supplied outreach transportation for evaluators.)	$700.00

Many of the above costs can be saved if districts elect to print instruments and/or undertake activities within their own school. Questionnaires may be reproduced without permission. Computer processing may be undertaken in-house or contracted. CVTAE computer printouts are arranged by item and group and are easily read, transcribed, and subsequently typed in table format. Table shells are displayed in this Manual for adaptation.

IMPLEMENTATION OF EVALUATION FINDINGS

The value of a well-done program evaluation lies in the utilization of evaluation findings towards improvement of the program. Bridging this gap between data and action forms the third and longest phase of the three-phase Field/Community Services program evaluation system.

There is no one "correct" way to analyze and utilize evaluation findings. Each District Field/Community Services program will be challanged to develop their own unique plan of program improvement based upon both the Self Evaluation data and the Team Visitation Report. Included in this chapter as an aide to Districts undergoing evaluation is an edited and condensed Plan of Action developed by one of the pilot evaluation districts. The following plan is presented mainly in outline form to acknowledge that evaluation data will vary with each program and therefore is not included here.

Field/Community Services Role and Plan of Action

Chapter I. Introduction

A. Mission of Vocational, Technical and Adult Education in Wisconsin.

B. Mission of District Vocational, Technical and Adult Education.

C. Role of Field/Community Services Program in accomplishing mission.

Chapter II. Collection of Data

A. Status of District VTAE Field/Community Services.

1. Summary of the Self Evaluation instrumentation and procedures.

2. Summary of the On-Site Team instrumentation and procedures.

3. Identification and listing of the program strengths analyzed.

4. Identification and listing of program weaknesses as analyzed.

B. Status of Adult Continuing Education

1. Summary of group philosophy and findings based on current research and discussion related to Adult Continuing Education in the United States.

2. Include specific reference to studies and books/articles used.

C. Analysis of Plan of Action for Field/Community Services.

1. Immediate action program needs.

2. Near future program needs.

3. Long-range program needs.

Chapter III. Plan for Improvement of District Field/Community Services Program

A. Plans for immediate action - specify dates and activities.

B. Plans for near-future action - specify months/years and activities.

C. Plans for long-range action - specify years, activities, and projected accomplishments.

KEY	
	5 = significantly above criterion; outstanding.
	4 = slightly above criterion; more than satisfactory.
	3 = meeting criterion; satisfactory.
	2 = approaching criterion; needs some improvement.
	1 = far below criterion; needs major improvement.
	NA = not applicable

FIELD/COMMUNITY SERVICES
SELF EVALUATION

Revised June, 1977

Form 1

DIRECTIONS: First, read the instructions for evaluators and this form. Second, working with one indicator at a time, accumulate data and/or supporting information as needed. Then, rate each indicator using the key shown above. Next, transfer your ratings to the appropriate computer answer form. (An alternative rating method would be to rate each indicator directly on the answer form.) Note that the NA response requires no darkening on the answer form. If you wish, you may further define your ratings by writing comments on the back of the answer form. Be sure to label comments with Criterion and Indicator numbers. Last, return only the answer sheets.

I. PHILOSOPHY AND OBJECTIVES

CRITERION: *The philosophy and objectives of the District and the Field/Community Services Program are clearly stated and adequately reflect the District's purpose.*

INDICATORS: EVALUATION:

1. The philosophy and objectives of the Field/Community Services Program are published in a clear and concise manner. .....
2. The philosophy and objectives of the Field/Community Services Program are made readily available to staff, students and the community. .....
3. The philosophy and objectives of the Field/Community Services Program are revised periodically and kept current with the times. .....
4. The philosophy and objectives of the Field/Community Services Program are in harmony with each other and with the purpose of the District. .....
5. The philosophy and objectives of the District indicate the mission of the Field/Community Services Program within the total mission of the District. .....
6. The philosophy and objectives of the Field/Community Services Program indicate the services offered. .....
7. The philosophy and objectives of the Field/Community Services Program indicate the means through which the objectives will be met. .....

The clientele to be served are clearly described by the objectives and includes the Field/Community Services responsibility for serving groups such as:

..... 8. Secondary school youth
..... 9. Post-secondary school youth
..... 10. Unemployed and underemployed adults
..... 11. Employed adults
..... 12. Women/men
..... 13. The handicapped
..... 14. The disadvantaged
..... 15. Ethnic groups
..... 16. Minority groups

The objectives of the Field/Community Services Program provide for the special needs of the following individuals whose concern is to:

..... 17. Learn job entry skills
..... 18. Up-date their present skills
..... 19. Develop new skills for new occupations due to changing technology
..... 20. Acquire new training and skills to satisfy new interest in other occupations
..... 21. Prepare for early retirement because of the economy
..... 22. Develop skills for self-employment
..... 23. Develop skills for senior citizens
..... 24. Develop hobbies for leisure time
..... 25. Learn a new trade because of unemployment due to the economy

The philosophy and objectives of the Field/Community Services Program provide for the special needs of referrals from community agencies such as:

..... 26. Veterans
..... 27. Community Action
..... 28. Vocational Rehabilitation
..... 29. Health & Social Services
..... 30. Law Enforcement Agencies
..... 31. County Extension Office
..... 32. Public Schools
..... 33. University Extension

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FIELD/COMMUNITY SERVICES
SELF EVALUATION

Revised June, 1977

Form 2

DIRECTIONS: First, read the instructions for evaluators and this form. Second, working with one indicator at a time, accumulate data and/or supporting information as needed. Then, rate each indicator using the key shown above. Next, transfer your ratings to the appropriate computer answer form. (An alternative rating method would be to rate each indicator directly on the answer form.) Note that the NA response requires no darkening on the answer form. If you wish, you may further define your ratings by writing comments on the back of the answer form. Be sure to label comments with Criterion and Indicator numbers. Last, return only the answer sheets.

II. NEEDS IDENTIFICATION: METHODS AND UTILIZATION

CRITERION: Methods of needs identification used in the Field/Community Services Program are appropriate and effective in identifying the needs of the public served by the District. Needs identification data is utilized for decision-making in developing Field/Community Service programs and courses.

INDICATORS: EVALUATION:

36. Population surveys are made at regular intervals to determine the needs of the people in the area served by the District. .....

37. Business, industry and labor surveys are made to determine manpower needs of the community. .....

38. A survey of students presently enrolled is made at regular intervals to determine if their needs are being met. .....

39. Follow-up surveys of employers of former students are conducted to determine the effectiveness of the program in which the employees were enrolled. .....

40. Follow-up studies of former students are carried on to determine how well the program or course met their needs. .....

41. Follow-up surveys of non-completers are conducted to determine their reason for leaving the program. .....

42. Communications with community agencies such as Voc. Rehab., Health & Social Services, Veterans, etc., are made in order to identify needs of all adults, including the disadvantaged, handicapped, ethnic groups, etc. .....

43. The media (newspapers, brochures, flyers, radio and TV) are used to gather informative comments from the general public as to their own specific needs. .....

44. Random sampling telephone surveys of the area to be served by the District are made to determine specific needs and interests of the clientele. .....

..... 45. Enrollment and attendance data for current offerings are used in up-dating and revising courses/programs.

..... 46. Legislated needs such as Group Dynamics, etc. are important factors considered in planning new courses/programs and in revising current courses/programs.

..... 47. A channel has been identified and operationalized through which an individual (such as the homemaker) may make his/her needs known. (Example: Hotline)

..... 48. A definition of District Needs is agreed upon as a result of consultation with some or all of the following: State Board Consultants, State Advisory Committee, District Occupational or Specialist Coordinator, District Advisory Committee, District Board, Staff, Center Supervisors, Community Agencies.

..... 49. District needs are defined based on needs assessment.

..... 50. Priority ranking of the District's needs is established as a result of the needs assessment.

..... 51. A set of objectives to be met is developed as a result of the needs assessment.

Special programs/courses to meet the special needs of various groups are offered:

..... 52. disadvantaged
..... 53. handicapped
..... 54. ethnic groups
..... 55. women
..... 56. senior citizens

..... 57. Courses/programs are offered at easily accessible location sites.

Programs/courses are planned for identified needs in:

..... 58. occupational extension
..... 59. occupational preparatory
..... 60. home, family, community living
..... 61. general and basic education
..... 62. avocational
..... 63. special short and long courses, conferences, seminars, institutes, workshops
..... 64. specialized areas: management training, apprenticeship training, fire service, law enforcement, adult basic education
..... 65. short-term, full-time, non-credit offerings

..... 66. New programs/courses are added to satisfy identified societal needs (drug abuse, alcohol abuse, crime, diets, weight watching, etc.)

..... 67. Data gathered from business and industry are carefully studied and courses are revised and/or upgraded to meet needs of the community.

..... 68. Class site, time and evening are rotated to meet the needs of enrollees.

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FIELD/COMMUNITY SERVICES
SELF EVALUATION

Revised June, 1977

Form 3

DIRECTIONS: First, read the instructions for evaluators and this form. Second, working with one indicator at a time, accumulate data and/or supporting information as needed. Then, rate each indicator using the key shown above. Next, transfer your ratings to the appropriate computer answer form. (An alternative rating method would be to rate each indicator directly on the answer form.) Note that the NA response requires no darkening on the answer form. If you wish, you may further define your ratings by writing comments on the back of the answer form. Be sure to label comments with Criterion and Indicator numbers. Last, return only the answer sheets.

III. MANAGEMENT: ADMINISTRATION

CRITERION: The Field/Community Services Program is effectively organized and administered for determining and achieving its objectives and enabling students to achieve their goals, vocational and/or avocational.

INDICATORS: EVALUATION:

71. The Field/Community Services Program administrator exhibits commitment to, and an appreciation for, vocational/technical education and acts to create an atmosphere conducive to good vocational/technical education instruction and supervision .....

72. The Field/Community Services Program administrator reports to and is directly responsible to the head of the institution, his position is not less than that of any other administrator at the same organizational level. .....

73. Lines of authority within the Field/Community Services Program are clearly established. .....

74. Effective communication, both horizontal and vertical, is achieved throughout the Field/Community Services Program. .....

75. There is planned communication between the part-time and the full-time programs. .....

76. The Program administrator of Field/Community Services publishes and distributes necessary policy manuals and documents delineating operating procedures. .....

77. Administrative, supervisory, and instructional staff meet periodically to review, discuss, and modify operating practices relating to vocational/technical education. .....

99

..... 78. The Field/Community Services Program administrator is knowledgeable about the State Plan for vocational/technical education and applicable federal and state laws and regulations.

..... 79. The Field/Community Services Program administrator has the ability to create harmonious and effective working relationships among the vocational/technical and other institutional personnel.

..... 80. The environment or "climate" of the Field/Community Services Program is favorable to achieving vocational/technical education objectives.

The Program administrator exerts leadership in activities which involve:

..... 81. Assessing needs for the Program.
..... 82. Defining the Program's objectives and stating them in measurable terms.
..... 83. Coordinating and focusing school efforts to meet objectives.
..... 84. Measuring and publicly announcing the extent to which objectives have been achieved.
..... 85. Assuring that acceptable criteria for measuring learner performance have been prepared and are being implemented.
..... 86. Interpreting the Program to the community by regularly dispensing information about courses and services offered; about students and staff; and about successes and limitations of the Program in the school.
..... 87. Seeking and utilizing all available sources of funds and other resources.
..... 88. Involving students and community representatives in decision-making.
..... 89. Consulting with staff in determining their needs for in-service improvement.
..... 90. Planning and providing resources for programs of pre- and in-service improvement and professional growth of faculty and staff.
..... 91. Encouraging participation in the Program.
..... 92. Actively seeking community involvement and support.
..... 93. Consulting with Advisory Committees for purposes of improving vocational/technical education and services.
..... 94. Providing for on-going evaluation of Program offerings and outcomes, program objectives, content and outcomes, and student performance.

..... 95. An organizational plan exists and functions which clearly defines and specifically assigns duties and responsibilities to each member of the staff.

..... 96. Field/Community Services Program staff, including coordinators, instructors and supervisors, are involved in such decision-making activities as program planning, policy formulation, and public information projects.

..... 97. The Field/Community Services Program Administrator is a member of an administrative decision-making body made up of other institutional divisions.

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	NA = not applicable

FIELD/COMMUNITY SERVICES
SELF EVALUATION

Revised June, 1977

Form 4

DIRECTIONS: First, read the instructions for evaluators and this form. Second, working with one indicator at a time, accumulate data and/or supporting information as needed. Then, rate each indicator using the key shown above. Next, transfer your ratings to the appropriate computer answer form. (An alternative rating method would be to rate each indicator directly on the answer form.) Note that the NA response requires no darkening on the answer form. If you wish, you may further define your ratings by writing comments on the back of the answer form. Be sure to label comments with Criterion and Indicator numbers. Last, return only the answer sheets.

IV. MANAGEMENT: RECORDS AND REPORTS

CRITERION: Maintaining adequate records of students, finances, equipment and supplies enables the Field/Community Services Program to function effectively.

INDICATORS:	EVALUATION:
101. An adequate educational record is maintained for each student.	.....
102. Student records include important background data whenever possible such as ethnic, disadvantaged and handicapped information.	.....
103. The school provides transcripts and/or records of attendance when when applicable and issues these records upon student request.	.....
104. Procedures for releasing student information are defined.	.....
105. Format or procedures for recording student progress have been defined based upon established criteria.	.....
Records of student progress are available upon request to:	
106. a. the student	.....
107. b. the student's employer	.....
108. Adequate financial records are maintained for Field/Community Services programs for planning and decision-making.	.....
109. Contractual agreements are consumated for utilizing other than District owned facilities and/or equipment.	.....
110. Rental Agencies are aware of their responsibility in regard to having students on the premises.	.....

..... 111. Records are maintained on tuition refunds and enrollment cancellations to provide a reference source for management analysis.

..... 112. A perpetual inventory of instructional and non-instructional equipment and supplies is maintained and reconciled annually.

..... 113. The system of financial reporting permits an analysis of costs by program.

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	3 = meeting criterion; satisfactory.
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FIELD/COMMUNITY SERVICES
SELF EVALUATION

Revised June, 1977

Form 5

DIRECTIONS: First, read the instructions for evaluators and this form. Second, working with one indicator at a time, accumulate data and/or supporting information as needed. Then, rate each indicator using the key shown above. Next, transfer your ratings to the appropriate computer answer form. (An alternative rating method would be to rate each indicator directly on the answer form.) Note that the NA response requires no darkening on the answer form. If you wish, you may further define your ratings by writing comments on the back of the answer form. Be sure to label comments with Criterion and Indicator numbers. Last, return only the answer sheets.

V. MANAGEMENT: PLANNING

CRITERION: Systematic procedures are used in planning, and plans exist for the orderly operation and development of vocational/technical education services suited to the needs of the people the Field/Community Services Program is expected to serve.

INDICATORS: EVALUATION:

1. There are systematic plans for the long-range development of the Field/Community Service Program; these plans are part of a total design for institutional development. .....

2. The plans of the Program provide enough flexibility to meet emerging clientele needs for vocational/technical education. .....

Plans include:

3. Cost estimates .....
   - capital outlay
   - operating costs
4. Potential enrollment figures .....
5. Facility and equipment needs .....
6. Personnel requirements .....

7. Plans establish priorities and provide for sufficient funds for both new and existing programs/courses. .....

8. The plans are realistic in light of available and anticipated funds and resources. .....

9. The long-range plan of the insitution provides for identifying the need for and developing new programs, and for phasing out programs no longer needed. .....

..... 10. The administration, faculty, Advisory Committees, constituency, and concerned professional groups are involved in developing plans and in conducting research to evaluate their effectiveness.

..... 11. The plans include provision for cooperative planning with other education and training agencies in the area.

..... 12. The plans are periodically evaluated and modified in light of new developments and known labor market needs.

..... 13. Maintenance of effort is planned for upon completion of special projects.

..... 14. Local plans are developed utilizing the State Plan.

..... 15. Class size can be adjusted to provide for smaller class sizes to better serve students in outreach centers.

..... 16. Class size can be adjusted to provide for smaller class sizes in special cases where facilities and/or equipment are limited.

..... 17. Plans are being developed to make registration procedures more efficient and effective.

..... 18. There is a planned and coordinated program which adequately provides for evening school staff supervision.

..... 19. There is a planned procedure that the Field Services instructor can follow in seeking instructional help.

Planning has been done to make support services that are available to the full-time program also available to the part-time program.

..... 20. Supervision
..... 21. Counseling
..... 22. Placement
..... 23. Registration
..... 24. Curriculum Specialist
..... 25. Research & Planning

KEY	
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	NA = not applicable

FIELD/COMMUNITY SERVICES
SELF EVALUATION

Revised June, 1977

Form 6

DIRECTIONS: First, read the instructions for evaluators and this form. Second, working with one indicator at a time, accumulate data and/or supporting information as needed. Then, rate each indicator using the key shown above. Next, transfer your ratings to the appropriate computer answer form. (An alternative rating method would be to rate each indicator directly on the answer form.) Note that the NA response requires no darkening on the answer form. If you wish, you may further define your ratings by writing comments on the back of the answer form. Be sure to label comments with Criterion and Indicator numbers. Last, return only the answer sheets.

VI. MANAGEMENT: FINANCE AND BUSINESS MANAGEMENT

CRITERION: Adequate financial resources are available to carry out stated Field/Community Services purposes and objectives, and are allotted on the basis of established educational needs and priorities.

INDICATORS: EVALUATION:

26. Budget planning for the Field/Community Service Program follows the establishment of short and long range planning. .....

27. The budget provides adequately for functions and items necessary for carrying out stated objectives. .....

28. Financial policies permit sufficient flexibility in administering the budget to adapt to changing conditions. .....

29. Funds are budgeted in accordance with an annual plan for the procurement and maintenance of learning resources. .....

30. Funds in the budget are allotted for replacing equipment on a planned schedule. .....

31. Funds in the budget are allotted for new equipment required to meet projected needs. .....

Staff are involved in budget development prior to finalization:

32. Field/Community Service Program Administrator .....
33. Specialist Coordinators .....
34. Area Coordinators .....
35. Center Supervisors .....

..... 36. There is evidence of dynamic leadership in obtaining financing from a variety of sources to assure that community vocational/technical education needs are met.

Administration of the Field/Community Service Program shows evidence of:

..... 37. efficient management
..... 38. adequate financial records and controls
..... 39. good business practices used in administering the Program

..... 40. The system of financial reporting permits an analysis of costs by program.

..... 41. The Program administrator is assured fiscal independence following budget approval.

..... 42. Data are compiled and studies made which reveal the effect of state and local tuition change on enrollment in part-time non-aidable classes.

..... 43. The part-time student is informed of all class fees and costs prior to enrollment.

There is a definite and written policy for the settlement of cases where part-time students discontinue training. Such policies are equitable with respect to:

..... 44. Cancellation of enrollment before classes commence.
..... 45. Withdrawal after classes commence.
..... 46. Withdrawal for reasons clearly beyond the control of the student.

..... 47. Records are maintained on tuition refunds and enrollment cancellations to provide a reference source for management analysis.

..... 48. Opportunities are available for the part-time student to obtain financial aid to participate in the Field/Community Service Program.

..... 49. Adequate liability coverage is established and maintained throughout the District.

..... 50. Adequate accident coverage is established and maintained for Field/Community Service Program personnel throughout the District.

KEY	
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	3 = meeting criterion; satisfactory.
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FIELD/COMMUNITY SERVICES
SELF EVALUATION

Revised June, 1977

Form 7

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VII. PUBLIC RELATIONS

CRITERION: A good public relations program helps the Field/Community Services Program fulfill its objectives by interpreting the program to the community through regularly dispensing information about the services offered; about activities, students and staff; and about Program successes and limitations.

INDICATOR:	EVALUATION:
51. A sound public relations program is planned and maintained to promote the services of the Field/Community Services program.	.....
52. The work of advisory committees is given public recognition through the news media.	.....
53. Satisfactory school-employer relations are evidenced by the expressed satisfaction of both the graduates and the employers.	.....
54. Brochures describing the Program and course offerings are widely distributed throughout the community.	.....
55. Admission policy and requirements of the Field/Community Services programs are clearly stated, published, and distributed throughout the community.	.....
56. Evaluation results are used to keep the public informed of the outcomes of the Program.	.....
57. Advisory committees are encouraged to help the school gain support for its Field/Community Services Program by explaining its needs to the public.	.....

..... 58. The achievements and services of the students and staff in the Field/ Community Services programs are disseminated to the news media at regular intervals.

Good public relations are maintained with the following groups and individuals:

..... 59. Institutional and Program personnel
..... 60. District policy-making boards
..... 61. Advisory committees
..... 62. Educational systems: DPI, CESA, UW-System, private schools, manpower planning boards, other
..... 63. Business, industry, etc.
..... 64. Employment services
..... 65. Community agencies
..... 66. Program alumni

..... 67. Unique programs are shared with other Districts as a part of the public relations plan.

..... 68. Finances are adequate to implement and maintain a planned program of public relations.

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FIELD/COMMUNITY SERVICES
SELF EVALUATION

Revised June, 1977

Form 8

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VIII. STAFF AND STAFF DEVELOPMENT

CRITERION: The Field/Community Program staff is well qualified and trained to perform the duties and responsibilities of the position they hold. Opportunities are planned and made available to staff for continuing professional development.

INDICATORS: EVALUATION:

Adequate personnel are employed in the Institution and utilized by the Field/Community Services Program to carry out necessary functions in connection with vocational/technical education; including:

71. Public relations; public information .....
72. Student recruitment .....
73. Placement and follow-up .....
74. Guidance and counseling .....
75. Research and surveys as to population and labor market needs .....
76. Occupational analyses .....
77. Coordination of community resources .....
78. Evaluation .....
79. Institutional/program/course planning; defining and stating objectives .....

80. A cooperative team effort of Field/Community Service Program staff is made to identify and recruit qualified staff. .....

81. There is an established process defined and used for filling mid-management positions. .....

82. Position descriptions of Field/Community Service Program mid-management personnel are available and kept up-to-date. .....

83. Established postitions are filled promptly. .....

84. An established plan exists for hiring full-time instructors to teach in the Field/Community Service Program. .....

..... 85. Well-defined and equitable procedures exist for the release of part-time personnel.

..... 86. Policies for part-time personnel have been established relating to salary and working conditions.

..... 87. Procedures for hiring and retaining Center supervisors have been established.

..... 88. Staff members are qualified and competent for the responsibilities of the positions they hold in that they meet certification requirements when applicable, have appropriate/adequate background of professional preparation for teaching, and have had practical paid experience in the world of work.

..... 89. Communicate effectively with employers and organized labor.

..... 90. Are dedicated to the school's vocational/technical education objectives.

..... 91. Show an awareness of the needs of the community.

..... 92. Exhibit a concern for the needs of the individual students.

..... 93. Expand course offerings to include new and emerging occupations and goals.

..... 94. Maintain active membership in relevant professional organizations and attend relevant professional meetings.

..... 95. Participate in a continuing program of self-improvement.

Coordinators:

..... 96. Are capable of promoting in-service improvement of instructors.

..... 97. Are competent in analyzing curriculum content.

..... 98. Are capable of preparing activities designed to improve instruction.

..... 99. Are competent to assist instructional staff in the selection of facilities, equipment, and instructional materials.

..... 100. Are capable of evaluating instruction.

Staff Development:

..... 101. A planned program of staff development is in operation.

..... 102. Desired outcomes are clearly defined and described in cooperation the participants.

..... 103. An evaluation process is cooperatively developed to determine if the levels of performance expected have been achieved.

..... 104. The staff development program includes provisions for up-dating and up-grading both occupational and professional skills.

..... 105. Budgets, schedules, and staffing include provisions for staff development activities.

Pre-service/in-service training activities are planned and regularly given for:

..... 106. Area Coordinators
..... 107. Specialist Coordinators
..... 108. Center Supervisors
..... 109. Instructors
..... 110. Administrators

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FIELD/COMMUNITY SERVICES
SELF EVALUATION

Revised June, 1977

Form 9

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IX. INSTRUCTIONAL SPACE, FACILITIES, SUPPLIES AND EQUIPMENT

CRITERION: *Classroom Centers, including instructional space, facilities, supplies and equipment, are adequate to enable Field/Community Services to offer and deliver quality programs/courses that meet the needs of the community.*

INDICATORS: (Note - Rate the facilities in which you teach, supervise, etc.) EVALUATION:

1. Maximal utilization of buildings and facilities is encouraged (e.g. year-round activities, weekend activities, day, evening and night activities, use by community groups, use by student activity groups). .....
2. Centers are located so as to be readily accessible to the population to be served. .....
3. Driveways, walkways, and parking facilities are adequate. .....
4. The Center is of sufficient size for present operation and for anticipated expansion for future program provision. .....
5. The atmosphere is conducive to learning, health, and safety, and pride in vocational/technical education. .....
6. Utilities are adequate and available at appropriate locations within the Center. .....
7. Buildings meet state and local requirements, including fire and safety codes. .....
8. Provisions have been made to accommodate physically handicapped enrollees and other special groups to be served. .....
9. Facilities compare favorably to those used by the full-time students. .....

..... 10. Facilities are adequate in size and design to meet the needs of the classes scheduled and of the clientele.

..... 11. Classrooms, laboratories, shops and other instructional spaces are adequate in size for classes scheduled.

..... 12. Instructional areas are located away from other school activities to be conducive to learning.

..... 13. Laboratories, shops, work stations are properly lighted and marked.

..... 14. Adequate instructor office space is provided.

..... 15. Facilities meet safety standards.

..... 16. Facilities are clean, orderly and maintained in accordance with good working conditions.

..... 17. Storage space, maintenance areas and rest rooms are adequate for the number of students and staff using the facilities.

..... 18. Stairways are adequate in number and size, well-lighted, and safe.

..... 19. Suitable space is provided for storage of instructional supplies, tools, equipment.

..... 20. Ratio of students to work stations is satisfactory.

..... 21. Tools and equipment are adequate to meet instructional objectives.

..... 22. Instructors are able to obtain supplies, materials, and repair services as needed.

..... 23. Supplies and equipment are replaced and updated periodically in accordance with an established plan.

..... 24. Power machines and manually operated equipment are provided with acceptable safety guards which are used by all operators at all times.

..... 25. Equipment that becomes obsolete is disposed of and is not allowed to clutter up instructional space or storage space.

..... 26. Adequate provision is made for securing emergency repairs, equipment and supplies.

..... 27. The District provides for use of portable equipment in the Outreach Centers.

..... 28. Equipment is maintained in good condition so as to provide for optimal learning.

..... 29. Students are made aware of safety devices and receive instructions prior to use.

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FIELD/COMMUNITY SERVICES
SELF EVALUATION

Revised June, 1977

Form 10

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X. CURRICULUM

CRITERION: The Field/Community Services Curriculum is developed, administered, and supplied, so as to provide for the development of occupational competency in youth and adults, and to contribute to the development of effective citizenship and social competency in enrollees.

INDICATORS:	EVALUATION:
31. Instructional activities are based on stated program objectives, which guide the organization and teaching of instructional content.	.....
32. The curriculum provides for measurement of student progress in terms of stated objectives and for feedback to students.	.....
The curriculum is prepared with the advice of:	
33. instructors	.....
34. related instructors	.....
35. students	.....
36. former students	.....
37. Advisory Committee	.....
38. Curriculum Specialist	.....
39. The curriculum is designed to allow time to acquire and practice manipulative skills, technical knowledge and related instruction essential to qualify students for employment and/or avocational competence.	.....
40. The curriculum is diverse so as to meet the needs of students with a variety of interests.	.....

..... 41. The curriculum has content which is current and is revised at regular intervals.

..... 42. Feedback from former students and their employers is used to improve the curriculum.

..... 43. The curriculum is planned to be articulated with the full-time program where feasible (credit classes).

..... 44. The curriculum is designed to provide appropriate instructional devices and techniques to accommodate various ability levels and learning speeds.

..... 45. Provision is made for assisting instructors in developing and implementing curriculum.

..... 46. The range of courses offered is sufficient to serve the full range of interests and abilities represented in the clientele.

The District encourages use of a variety of delivery systems through providing means for moving major campus materials to Outreach Centers such as:

..... 47. Library Services
..... 48. A-V Materials and equipment
..... 49. Portable equipment
..... 50. Resource people

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FIELD/COMMUNITY SERVICES
SELF EVALUATION

Revised June, 1977

Form 11

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XI. THE TEACHING-LEARNING PROCESS

CRITERION: The learning situation gives evidence of careful planning. Staff supervision and assistance is carefully planned and conducted to insure the success of the Program. Student progress is effectively monitored. A variety of instructional methods is used to insure increased efficiency of learning and effectiveness in using resources or meeting needs.

INDICATORS: EVALUATION:

Faculty needs are recognized and time and resources are provided for:

51. Planning .....
52. Preparation of teaching-learning materials .....
53. Periodic evaluation of student performance .....
54. Evaluation of teaching in terms of student progress .....
55. Attendance at faculty meetings and participation in faculty projects .....
56. Attendance at appropriate professional meetings .....
57. Participation in activities for in-service growth and improvement .....

58. Coordinators assist instructional staff in the selection of curriculum, equipment, and materials. .....

59. Coordinators assist in promoting and developing pre- and in-service programs. .....

60. Coordinators assist in planning activities designed to improve instructional competencies. .....

61. Coordinators are aware of the needs of the community. .....

62. Coordinators assist Center Supervisors in collecting student information needed for local, District, and staff records. .....

..... 63. Communications between area Coordinators and Center Supervisors is adequate and effective.

..... 64. Adequate and effective staff supervision is promoted and maintained.

There is available for each course for student examination:

..... 65. a list of course objectives

..... 66. a course study guide which includes materials and references when applicable

..... 67. Adequate provision is made for instructors to obtain consultation and assistance as needed to improve their work.

..... 68. Field Services instructors have access to secretarial help in typing and reproducing instructional materials.

..... 69. Student evaluation based on course objectives is conducted periodically.

..... 70. Field/Community Services Programs provide direct experience to the students enrolled in their courses.

..... 71. Non-traditional delivery systems are being explored and used in the Program.

Programs are being provided to small communities through:

..... 72. Outreach centers
..... 73. Mobile units
..... 74. Circuit teachers
..... 75. Extension courses
..... 76. Educational telephone
..... 77. Educational television

..... 78. Instruction is individualized and/or based on an analysis of each students' abilities and needs.

..... 79. The reading difficulty of written instructional materials is keyed to the reading competence of students.

..... 80. Supplementary instructional aids and teaching devices are used to assure achievement of objectives and provide for special interests or learning problems.

..... 81. Whenever possible, the adult learner's experience is being utilized in the classroom.

..... 82. Instructional materials can be legibly reproduced, and made attractive in layout and format.

..... 83. Adequate provisions are made for demonstrations and using visual aids.

..... 84. Obsolete instructional materials are discarded.

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FIELD/COMMUNITY SERVICES
SELF EVALUATION

Revised June, 1977

Form 12

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XII. LEARNING RESOURCES

CRITERION: Learning resources are available, readily accessible to students, and maintained in good order. Auxiliary services are available to part-time students: library, counseling, placement, food, parking, recreation.

INDICATORS: EVALUATION:

86. Library materials and media for reference use are easily accessible to part-time students. .....

87. Media and materials are sufficient in quantity and variety to provide for the needs of students. .....

88. Field/Community Service staff coordinate their efforts to identify the resource needs of part-time students. .....

89. Counselors are available to part-time students who have need of their services. .....

Guidance is available to part-time students:

90. Prior to enrollment .....
91. Periodically while enrolled .....
92. After leaving the program .....
93. For future educational opportunities .....

94. Placement services and information are available for the part-time student. .....

95. If food service is available, the part-time student can utilize the facilities. .....

..... 96. Adequate parking space is provided for part-time students attending the school.

..... 97. The part-time student can partake of activities planned to contribute to the development of social skills, leadership ability, and communication skills.

..... 98. Transportation needs of the part-time student are being met.

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FIELD/COMMUNITY SERVICES
SELF EVALUATION

Revised June, 1977

Form 13

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XIII. ADVISORY COMMITTEE(S)

CRITERION: The Field/Community Services Occupational and General Advisory Committees assist in determining curriculum, in keeping the curriculum current, and in maintaining contact with the occupational community.

INDICATORS:		EVALUATION:
101.	An Occupational or General Advisory Committee has been appointed for the various program areas.	.....
102.	The membership of the Advisory Committee includes employers, employees, and community representatives.	.....
103.	The Committee functions well, is used effectively, and meets with sufficient regularity to carry out its functions.	.....
104.	Field/Community Services Program personnel are actively involved in Committee activities.	.....
105.	Minutes of Committee meetings are available for examination and reference.	.....
106.	Advisory Committee activities are analyzed, delineating major recommendations and actions taken to implement them.	.....
107.	The work of the Committee and of its members is given public recognition and appreciation.	.....

The Committee advises or assists in such matters as:

..... 108. Providing accurate, current occupational information
..... 109. Finding qualified instructors
..... 110. Establishing standards for equipment, facilities, instructor qualifications, instructional materials
..... 111. Placing students and graduates
..... 112. Arranging for field trips, work experience, guest speakers, and other aids to learning
..... 113. Providing opportunities for instructors to up-date and improve their occupational skills
..... 114. Evaluating student achievement and program effectiveness
..... 115. Arranging for donated equipment, supplies, and services

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FIELD/COMMUNITY SERVICES
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Form 14

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XIV. EVALUATION

CRITERION: Evaluation is conducted on a continuing, systematic basis as an integral part of Program operation. Program outcomes and all aspects of Program operation are evaluated. Results are used to improve services to students.

INDICATORS: EVALUATION:

1. As part of its long-range schedule, the Field/Community Services Program as a whole undergoes a systematic evaluation to determine its effectiveness. .....

Evaluation of the Program as a whole is supported with adequate:

2. budget .....
3. time .....
4. staff .....

Institutional resources are available and assist in Program evaluation, such as:

5. Research and planning .....
6. Placement .....
7. Registration .....
8. Counseling .....
9. Curriculum Specialist .....

Program evaluation includes appraisal from all levels of Field/Community Service Program personnel and participants.

10. District Director .....
11. Field/Community Services Program Administrator .....
12. Occupational Coordinator .....

..... 13. Area Coordinator
..... 14. Center Supervisor
..... 15. Instructor
..... 16. Student
..... 17. Advisory Committee
..... 18. Employers

..... 19. Field/Community Service Program staff members participate in and understand their responsibility for Program evaluation.

..... 20. The system used for Program evaluation is based on assessing the achievement of stated Field/Community Services objectives.

..... 21. Recommendations for program evaluation are analyzed and implemented.

Classroom evaluation is conducted periodically with appraisal by:

..... 22. students
..... 23. instructors
..... 24. coordinators
..... 25. center supervisors

..... 26. Classroom evaluation is based on achievement of course objectives.

..... 27. A checking procedure for meeting certification requirements is defined and used in classes where applicable.

..... 28. Evaluation of new instructional media and methods is being conducted.

..... 29. Evaluation of student progress, faculty and staff effectiveness is conducted with emphasis on self-evaluation.

..... 30. Class attendance figures are systematically compiled and utilized in each course to assess student satisfaction.

Informal modes of evaluation such as observation and oral comments are encouraged and conducted to obtain feedback from:

..... 31. students
..... 32. instructors
..... 33. staff
..... 34. employers

Some type of follow-up evaluation is conducted to assess the achievement of course objectives.

..... 35. employer follow-up: student's job performance, advancement
..... 36. student follow-up: met vocational needs, met avocational needs (non-aidable courses)

..... 13. Area Coordinator
..... 14. Center Supervisor
..... 15. Instructor
..... 16. Student
..... 17. Advisory Committee
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Some type of follow-up evaluation is conducted to assess the achievement of course objectives.

..... 35. employer follow-up: student's job performance, advancement
..... 36. student follow-up: met vocational needs, met avocational needs (non-aidable courses)

Use this form to rate criteria I, II, III, and IV.

Please fill in: (1) District VTAE Job Title: _____

(2) Job Geographic Area: _____
(i.e.-Main campus; or Area #_; or Area [name])

(3) Date: _____

DIRECTIONS: Using a number 2 pencil, completely darken the circle indicating your response to each item. The NA rating requires no darkening on this form. Completely erase any response you wish to change.

NOTE: The item numbers go across the page. Some numbers are deleted to correspond with questionnaire indicator numbers.

1	0 0
2	0 0
3	0 0
4	0 0
5	0 0
6	0 0
7	0 0
8	0 0
9	0 0

I. PHILOSOPHY AND OBJECTIVES

1	0	0	0	0	0	2	0	0	0	0	0	3	0	0	0	0	0	4	0	0	0	0	0	5	0	0	0	0	0	
		1	2	3	4	5		1	2	3	4	5		1	2	3	4	5		1	2	3	4	5		1	2	3	4	5
6	0	0	0	0	0	7	0	0	0	0	0	8	0	0	0	0	0	9	0	0	0	0	0	10	0	0	0	0	0	
11	0	0	0	0	0	12	0	0	0	0	0	13	0	0	0	0	0	14	0	0	0	0	0	15	0	0	0	0	0	
16	0	0	0	0	0	17	0	0	0	0	0	18	0	0	0	0	0	19	0	0	0	0	0	20	0	0	0	0	0	
21	0	0	0	0	0	22	0	0	0	0	0	23	0	0	0	0	0	24	0	0	0	0	0	25	0	0	0	0	0	
26	0	0	0	0	0	27	0	0	0	0	0	28	0	0	0	0	0	29	0	0	0	0	0	30	0	0	0	0	0	
31	0	0	0	0	0	32	0	0	0	0	0	33	0	0	0	0	0													

II. NEEDS IDENTIFICATION: METHODS AND UTILIZATION

36	0	0	0	0	0	37	0	0	0	0	0	38	0	0	0	0	0		0	0	0	0	0	40	0	0	0	0	0	
		1	2	3	4	5		1	2	3	4	5		1	2	3	4	5		1	2	3	4	5		1	2	3	4	5
41	0	0	0	0	0	42	0	0	0	0	0	43	0	0	0	0		44	0	0	0	0	0	45	0	0	0	0	0	
46	0	0	0	0	0	47	0	0	0	0	0	48	0	0	0			49	0	0	0	0	0	50	0	0	0	0	0	
51	0	0	0	0	0	52	0	0	0	0	0	53	0	0			0	54	0	0	0	0	0	55	0	0	0	0	0	
56	0	0	0	0	0	57	0	0	0	0	0	58				0	0	59	0	0	0	0	0	60	0	0	0	0	0	
61	0	0	0	0	0	62	0	0	0	0	0					0	0	64	0	0	0	0	0	65	0	0	0	0	0	
66	0	0	0	0	0	67	0	0	0	0	0	68	0	0	0	0	0													

SAMPLE

III. MANAGEMENT: ADMINISTRATION

71	0	0	0	0	0	72	0	0	0	0	0	73	0	0	0	0	0	74	0	0	0	0	0	75	0	0	0	0	0	
		1	2	3	4	5		1	2	3	4	5		1	2	3	4	5		1	2	3	4	5		1	2	3	4	5
76	0	0	0	0	0	77	0	0	0	0	0	78	0	0	0	0	0	79	0	0	0	0	0	80	0	0	0	0	0	
81	0	0	0	0	0	82	0	0	0	0	0	83	0	0	0	0	0	84	0	0	0	0	0	85	0	0	0	0	0	
86	0	0	0	0	0	87	0	0	0	0	0	88	0	0	0	0	0	89	0	0	0	0	0	90	0	0	0	0	0	
91	0	0	0	0	0	92	0	0	0	0	0	93	0	0	0	0	0	94	0	0	0	0	0	95	0	0	0	0	0	
96	0	0	0	0	0	97	0	0	0	0	0																			

IV. MANAGEMENT: RECORDS AND REPORTS

101	0	0	0	0	0	102	0	0	0	0	0	103	0	0	0	0	0	104	0	0	0	0	0	105	0	0	0	0	0	
		1	2	3	4	5		1	2	3	4	5		1	2	3	4	5		1	2	3	4	5		1	2	3	4	5
106	0	0	0	0	0	107	0	0	0	0	0	108	0	0	0	0	0	109	0	0	0	0	0	110	0	0	0	0	0	
111	0	0	0	0	0	112	0	0	0	0	0	113	0	0	0	0	0													

Please fill in: (1) District VTAE Job Title: _____

(2) Job Geographic Area: _____
(i.e.-Main campus; or Area #_; or Area [name])

(3) Date: _____

DIRECTIONS: Using a number 2 pencil, completely darken the circle indicating your response to each item. The NA rating requires no darkening on this form. Completely erase any response you wish to change.

NOTE: The item numbers go across the page. Some numbers are deleted to correspond with questionnaire indicator numbers.

1	0	0	0	0	0
2	0	0	0	0	0
3	0	0	0	0	0
4	0	0	0	0	0
5	0	0	0	0	0
6	0	0	0	0	0
7	0	0	0	0	0
8	0	0	0	0	0
9	0	0	0	0	0

V. MANAGEMENT: PLANNING

| | | | | |

Please fill in: (1) District VTAE Job Title: _____

(2) Job Geographic Area: _____
(i.e.-Main campus; or Area #_; or Area [name].)

(3) Date: _____

DIRECTIONS: Using a number 2 pencil, completely darken the circle indicating your response to each item. The NA rating requires no darkening on this form. Completely erase any response you wish to change.

NOTE: The item numbers go across the page. Some numbers are deleted to correspond with questionnaire indicator numbers.

0 0 1 0 2 0 3 0 4 0 5 0 6 0 7 0 8 0 9 0

IX. INSTRUCTIONAL, SPACE, FACILITIES, SUPPLIES AND EQUIPMENT

1	0	0	0	0	0	2	0	0	0	0	0	3	0	0	0	0	0	4	0	0	0	0	0	5	0	0	0	0	0
	1	2	3	4	5		1	2	3	4	5		1	2	3	4	5		1	2	3	4	5		1	2	3	4	5
6	0	0	0	0	0	7	0	0	0	0	0	8	0	0	0	0	0	9	0	0	0	0	0	10	0	0	0	0	0
11	0	0	0	0	0	12	0	0	0	0	0	13	0	0	0	0	0	14	0	0	0	0	0	15	0	0	0	0	0
16	0	0	0	0	0	17	0	0	0	0	0	18	0	0	0	0	0	19	0	0	0	0	0	20	0	0	0	0	0
21	0	0	0	0	0	22	0	0	0	0	0	23	0	0	0	0	0	24	0	0	0	0	0	25	0	0	0	0	0
26	0	0	0	0	0	27	0	0	0	0	0	28	0	0	0	0	0	29	0	0	0	0	0						

X. CURRICULUM

31	0	0	0	0	0	32	0	0	0	0	0	33	0	0	0	0	0			0	0	0	0	35	0	0	0	0	0
	1	2	3	4	5		1	2	3	4	5		1	2	3	4	5			2	3	4	5		1	2	3	4	5
36	0	0	0	0	0	37	0	0	0	0	0	38	0	0	0	0			0	0	0	0	0	40	0	0	0	0	0
41	0	0	0	0	0	42	0	0	0	0	0	43	0	0	0			44	0	0	0	0	0	45	0	0	0	0	0
46	0	0	0	0	0	47	0	0	0	0	0	48	0	0		0		49	0	0	0	0	0	50	0	0	0	0	0

XI. THE TEACHING-LEARNING PROCESS

51	0	0	0	0	0	52	0	0	0	0	0	53	0			0	0	54	0	0	0	0	0	55	0	0	0	0	0
	1	2	3	4	5		1	2	3	4	5				3	4	5		1	2	3	4	5		1	2	3	4	5
56	0	0	0	0	0	57	0	0	0	0	0	5		0	0	0	0	59	0	0	0	0	0	60	0	0	0	0	0
61	0	0	0	0	0	62	0	0	0	0	0		0	0	0	0	0	64	0	0	0	0	0	65	0	0	0	0	0
66	0	0	0	0	0	67	0	0	0	0	0	68	0	0	0	0	0	69	0	0	0	0	0	70	0	0	0	0	0
71	0	0	0	0	0	72	0	0	0	0	0	73	0	0	0	0	0	74	0	0	0	0	0	75	0	0	0	0	0
76	0	0	0	0	0	77	0	0	0	0	0	78	0	0	0	0	0	79	0	0	0	0	0	80	0	0	0	0	0
81	0	0	0	0	0	82	0	0	0	0	0	83	0	0	0	0	0	84	0	0	0	0	0						

SAMPLE

XII. LEARNING RESOURCES

86	0	0	0	0	0	87	0	0	0	0	0	88	0	0	0	0	0	89	0	0	0	0	0	90	0	0	0	0	0
	1	2	3	4	5		1	2	3	4	5		1	2	3	4	5		1	2	3	4	5		1	2	3	4	5
91	0	0	0	0	0	92	0	0	0	0	0	93	0	0	0	0	0	94	0	0	0	0	0	95	0	0	0	0	0
96	0	0	0	0	0	97	0	0	0	0	0	98	0	0	0	0	0												

XIII. ADVISORY COMMITTEE

101	0	0	0	0	0	102	0	0	0	0	0	103	0	0	0	0	0	104	0	0	0	0	0	105	0	0	0	0	0
	1	2	3	4	5		1	2	3	4	5		1	2	3	4	5		1	2	3	4	5		1	2	3	4	5
106	0	0	0	0	0	107	0	0	0	0	0	108	0	0	0	0	0	109	0	0	0	0	0	110	0	0	0	0	0
111	0	0	0	0	0	112	0	0	0	0	0	113	0	0	0	0	0	114	0	0	0	0	0	115	0	0	0	0	0

Please fill in: (1) District VTAE Job Title: _____

(2) Job Geographic Area: _____
(i.e.-Main campus; or Area #_; or Area [name])

(3) Date: _____

DIRECTIONS: Using a number 2 pencil, completely darken the circle indicating your response to each item. The NA rating requires no darkening on this form. Completely erase any response you wish to change.

NOTE: The item numbers go across the page. Some numbers are deleted to correspond with questionnaire indicator numbers.

XIV. EVALUATION

1	0	0	0	0	0	2	0	0	0	0	0	3	0	0	0	0	0	4	0	0	0	0	0	5	0	0	0	0	0
		1	2	3	4	5		1	2	3	4	5		1	2	3	4	5		1	2	3	4	5		1	2	3	4	5
6	0	0	0	0	0	7	0	0	0	0	0	8	0	0	0	0	0	9	0	0	0	0	0	10	0	0	0	0	0	
11	0	0	0	0	0	12	0	0	0	0	0	13	0	0	0	0	0	14	0	0	0	0	0	15	0	0	0	0	0	
16	0	0	0	0	0	17	0	0	0	0	0	18	0	0	0	0	0	19	0	0	0	0	0	20	0	0	0	0	0	
21	0	0	0	0	0	22	0	0	0	0	0	23	0	0	0	0	0	24	0	0	0	0	0	25	0	0	0	0	0	
26	0	0	0	0	0	27	0	0	0	0	0	28	0	0	0	0	0	29	0	0	0	0	0	30	0	0	0	0	0	
31	0	0	0	0	0	32	0	0	0	0	0	33	0	0	0	0	0	34	0	0	0	0	0	35	0	0	0	0	0	
36	0	0	0	0	0																									

SAMPLE

ADVISORY COMMITTEE OPINIONNAIRE

The Advisory Committee is considered an integral and essential component of Vocational Education Programs. As a part of an evaluation now being conducted in the Field/Community Services Program, which is our part-time adult continuing education program, it is considered important that we have an indication of your feelings as an Advisory Committee member.

Would you please react to the following statements by circling your response according to the following key:

1 = Strongly Disagree
2 = Disagree
3 = Undecided
4 = Agree
5 = Strongly Agree

Feel free to write any comments you may have in the spaces between the items.

Please check the appropriate space which describes the type of Advisory Committee on which you serve:

(1) ___Full-time Program
(2) ___Apprenticeship
(3) ___Ad hoc
(4) ___Other - Explain _____

		Reaction			
	SD	D	U	A	SA
(1) I feel that as a member of my Advisory Committee I have made a positive contribution to the effectiveness of the Field/Community Services Program	1	2	3	4	5
(2) I believe my Advisory Committee has contributed in identifying the needs of the people that the Field/Community Services Program must serve.	1	2	3	4	5
(3) My Advisory Committee meetings were scheduled an adequate number of times to accomplish our purpose.	1	2	3	4	5

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		Reaction				
		SD	D	U	A	SA
(4)	The advice given by my Advisory Committee has been considered/utilized by the Field/ Community Services Program managers	1	2	3	4	5
(5)	My Advisory Committee has been involved in determination of appropriate curriculum needs for the Field/Community Services Program	1	2	3	4	5
(6)	My Advisory Committee has been involved in advising appropriate equipment/facility needs for the Field/Community Services Program	1	2	3	4	5
(7)	I feel the members on my Advisory Committee are equally representative of employers and employees	1	2	3	4	5
(8)	As far as I know, minutes of our Advisory Committee meetings are taken, compiled, and disseminated	1	2	3	4	5
(9)	I believe that the philosophy and objectives of the program for which I advise are carried through in the program	1	2	3	4	5

Thank you for responding. Please return this form to the person from whom you received it.

INSTRUCTOR SELF-ASSESSMENT FORM

Date:_____ Check one: (1)____Main Campus or (2)____Outreach

School:_____

or

Location:_____ If Outreach, please identify area: _____

As a part of an evaluation now being conducted in the Field/Community Services Program, which is our part-time adult continuing education program, it is considered important that we have an indication of your feelings as an instructor in the program.

Would you please fill in or check (✓) your response to the following items: (NOTE: You need not sign your name. Data from these forms will be computerized and shown in summary form only.)

1. Please indicate if you teach mainly (1) credit _____, or (2) non-credit ____ courses. (Check one space)

2. Subject area taught in:
   _____(1) Adult High School
   _____(2) Agriculture
   _____(3) Business Ed.
   _____(4) General Ed.
   _____(5) Health
   _____(6) Homemaking
   _____(7) Trades & Ind.
   _____(8) Apprenticeship
   _____(9) Other_____

3. Please indicate how long you have been employed to teach in the part-time adult program:

   _____(1) This is my first year
   _____(2) 2 years
   _____(3) 3 to 4 years
   _____(4) 5 to 6 years
   _____(5) Over 6 years

4. Do you also teach in the District VTAE full-time program?

   _____(1) No
   _____(2) Yes

5. Have you had occupational experience in your subject area within the past two years?

   _____(1) No
   _____(2) Yes

. . . Please turn page . . .

6. Have you participated in any teacher training or instructional improvement activities within the past two years?

_____(1) No
_____(2) Yes

Please circle the number of hours you spend in a typical teaching week attending to each of the following duties: (NOTE: Include only the hours spent in the part-time adult program even though you may teach full-time elsewhere.)

DUTIES	TYPICAL WEEK HOURS											
(7) Instruction: Classroom	0	1/2	1	2	3	4	5	6	7	8	9	10 or more
(8) Instruction: Lab/Shop	0	1/2	1	2	3	4	5	6	7	8	9	10 or more
(9) Preparation: for classroom instruction	0	1/2	1	2	3	4	5	6	7	8	9	10 or more
(10) Preparation: for lab/shop instruction	0	1/2	1	2	3	4	5	6	7	8	9	10 or more
(11) Grading	0	1/2	1	2	3	4	5	6	7	8	9	10 or more
(12) Student activities	0	1/2	1	2	3	4	5	6	7	8	9	10 or more
(13) Other (explain) _____	0	1/2	1	2	3	4	5	6	7	8	9	10 or more

. . . Please turn page . . .

Does your VTAE District make adequate provision for:

	(1) Yes	(2) No	Comments
(14) Pre-service orientation?			
(15) In-service teaching improvement?			
(16) Instructional supplies & materials?			
(17) Curricular Development: continuing classes			
(18) Curricular Development: new or unique classes			
(19) Equipment necessary for class instruction and use?			
(20) Keeping equipment up-to-date?			
(21) Audio-Visual aids?			
(22) Getting emergency supplies and/or repairs?			
(23) Maintaining a safe and healthful work space?			
(24) Time for record keeping & planning?			
(25) Space for record keeping & planning?			
(26) Teacher meetings or other means of communicating and coordinating work?			
(27) Storage for equipment, projects, etc.?			
(28) Emergency medical assistance and means of summoning it?			
(29) Help with problems that may interfere with your doing your best work?			
(30) Student evaluation forms for you to use in your classes?			
(31) Instructor self-evaluation forms for you to use for self-improvement?			

32. What suggestions would you like to give for improving the school or your program. (Write in the space below.)

33. How could the district help you to be a better instructor? (Write in space below.)

Thank you for responding.

Please return this form to the person from whom you received it.

DISTRICT BOARD MEMBER OPINIONNAIRE

As a part of an evaluation now being conducted in the Field/Community Services Program, which is our VTAE part-time adult continuing education program, it is considered important that we have an indication of your feelings as a member of the District VTAE Board.

Would you please react to the following statements with your response. Feel free to write any comments you may have on the reverse side of this form.

1. To what extent are you aware of the general philosophy and objectives of the part-time adult continuing education program in your VTAE district?

   _____ (1) Not aware
   _____ (2) Aware
   _____ (3) Very aware

2. To what extent are you aware of the general needs of the adults served by the part-time adult continuing education program in your VTAE district?

   _____ (1) Not aware
   _____ (2) Aware
   _____ (3) Very aware

3. Using the past school year as a reference, what percentage of Board meeting time would you estimate was spent discussing items relating to the part-time adult continuing education program?

   _____ (1) Less than 5%
   _____ (2) 5 to 10%
   _____ (3) 10 to 25%
   _____ (4) 25 to 50%
   _____ (5) Over 50%

4. In looking at the total school operation of your VTAE district, how do you perceive the value of the part-time adult continuing education program as compared to that of the full-time degree programs.

   _____ (1) No value
   _____ (2) Little value
   _____ (3) Moderate value
   _____ (4) Great value.

5. In the course of the past school year, how much <u>contact</u> from people in your district would you estimate you have had which related to the adult continuing education program? (<u>Contact</u> refers to phone calls, letters, conversations, etc.)

   _____ (1) No contact
   _____ (2) Very little contact
   _____ (3) A moderate amount of contact
   _____ (4) A great deal of contact

....*Please turn page*....

6. Based on your past and present involvement as a VTAE Board member, what future emphasis do you foresee on the following components of the current District VTAE program. (Please circle the appropriate response after each statement.)

VTAE Program Components	Future Emphasis		
	More than today	Same as today	Less than today
(1) Part-time non-credit programs/courses	1	2	3
(2) Part-time credit programs/courses	1	2	3
(3) Avocational courses	1	2	3
(4) Full-time vocational diploma program	1	2	3
(5) Full-time associate degree program	1	2	3
(6) Special programs, conferences, seminars institutes, workshops, and other services	1	2	3

Thank you for responding. Please return this form to the person from whom you received it.

APPENDIX A

Glossary of Terms and Titles Used

Area Coordinator

--The generalist whose task is to coordinate the resources including those of the comprehensive center with those in his/her geographic area in order to extend educational services to the residents in that particular geographical area.

Center Supervisor

--The person employed by the VTAE District on a part-time basis to supervise the adult education program at a specific outreach center. Some of the duties usually assigned to the Center Supervisor for his/her center include: registration, fee collection, publicity, attendence reports, instructional supervision and curriculum assistance, needs assessment.

Field Services Instructor

--A person who teachers in the part-time adult continuing education program. (The instructor may or may not have instructional responsibilities in the full-time program or elsewhere as well.)

Curriculum Specialist

--A person who develops instructional materials to support the instructional program in a particular occupational area.

Full-time Program

--The VTAE post-high school occupational offerings designed to prepare students for employment, usually conducted during the regular school day, and usually resulting in a vocational diploma or associate degree upon satisfactory completion.

Full-time Instructor

--A person who teaches in the full-time VTAE progam.

Part-time Personnel

--Persons directly involved in the part-time program in administrative, coordinating, supervisory, or instructional roles.

Part-time Program

The VTAE Adult Continuing Education Program responsible to the Field/Community Services administrative unit, designed to prepare adults in: extension activities, occupational preparation, community living, general and basic education, avocational areas, and usually conducted outside of the regular school day or semester.

Part-time Student

--A learner enrolled in any class or classes conducted in the part-time program.

The Program

--Same as the part-time program.

Program Administratór (Chief Administrator)

--The head person responsible to the District for the organization, coordination implementation and evaluation of the Field/Community Services program.

Program Alumni

--Students who have enrolled in and completed any class or classes conducted in the part-time adult continuing education program.

Program Personnel (Program Staff)

--Same as part-time personnel.

Occupational or Specialist Coordinator

--A Field Services person employed to identify educational needs of workers in specific training areas such as business, health occupations, home economics, law enforcement, marketing, or trade and industry. The coordinator works within his/her specific training area in close contact with business, industry and advisory committees to identify educational needs of workers and to implement educational programs to meet those needs.

APPENDIX B: SAMPLE LETTERS

Coordinator's Correspondence to Team Members

(Letterhead)

Date (three to four weeks in advance of the visitation)

Name
a nd
Address

Dear _____:

Thank you for agreeing to participate in the team visit to _____ VTAE for the purpose of assisting in the evaluation of the Field/Community Service Program. It will be a pleasure to work with you on this assignment.

Attached you will find (1) a full team roster, (2) an information sheet for your reference, and (3) a personal data sheet which can be filled out and returned to me.

In the near future you will receive (1) a copy of the Self Evaluation Report, (2) the tentative agenda and team assignments, and (3) a booklet of guidelines for visitation team members. May I suggest that you study these materials prior to the visit.

If you have any questions concerning the visit, please contact me by letter or telephone _____.

Sincerely yours,

Attachments (3)

Coordinator's Correspondence to Team Members (Letter #2)

(Letterhead)

Date (two and one-half to three weeks in advance of the visitation)

Name
and
Address

Dear _____:

Time for the team visit to _____ VTAE for the purpose of assisting in the evaluation of the Field/Community Services Program is drawing near. Enclosed with this letter you will find the materials listed below which will help you in preparing for the visit:

(1) The team assignment sheet,
(2) The visitation schedule,
(3) A booklet of guidelines for visiting team members and chairperson.

May I suggest that you study these materials carefully taking particular note of your specific assignment area.

In the very near future you will be receiving the Self Evaluation Report. This Report is the last remaining item for advance study which will be coming to you.

If you have any questions concerning the team visit, please contact me by letter or telephone _____.

Sincerely yours,

Attachments (3)

Coordinator's Correspondence to Team Members (Letter #3)

(Letterhead)

Date (at least ten days in advance of the visitation)

Name
and
Address

Dear _____:

Enclosed you will find the Self Evaluation Study compiled by Field/Community Services Program Personnel at _____. This report represents the completion of the first phase of the evaluation.

As you study the report, there are a number of considerations to bear in mind. (1) Note that this is a self evaluation rather than the traditional form self-study. Instrumentation was designed based upon state-wide goals and objectives of Field Services which allowed all Program personnel the opportunity to participate in the evaluation.

(2) Note also that the Program as a whole is evaluated. Individual Fields of Study within the Program are not singled out in the self evaluation but rather are earmarked for scrutiny in the team visitation. However, a descriptive narrative of each field of study is included in the Program Profile, Chapter II.

(3) The first two chapters of the Self Evaluation Study will give you a profile of the District and Program. The next three chapters contain summaries of the data. The last chapter contains current plans for improvement.

(4) Please feel free to critique all phases of the evaluation. Your team guidelines booklet can serve as a place to jot down your comments or you may wish to speak with me directly during the course of the visitation.

I am looking forward to working with you on this assignment. If you have any questions concerning the visitation, please contact me by letter or telephone _____.

Have a good day!

Sincerely yours,

Attachments

APPENDIX C

Sample Visitation Team Roster

(Name) _____ Field/Community Services Evaluation - _____ (Date)

Team Membership	Team Function	Experience Background/ Area of Representation	Address/Phone
1. Name	Chairperson	Assistant Director, Community Services	Mid-State VTAE 500 32n St. N. Wisconsin Rapids, WI 54494 715/423-5650
2. Name	Member	Coordinator/Supervisor T & I and Special Projects	Mid-State VTAE 500 32nd St. N. Wisconsin Rapids, WI 54494 715/423-5650

3. Continue for entire team.

APPENDIX C (continued)

Sample Team Schedule

(Name)

Field/Community Services Program

(Date)

First Day

- Arrive by noon at accommodations arranged. Eat prior to first meeting at (specify).
- 12:30 p.m. Orientation session by Team Chairperson for visiting team at (specify location).
- 2:30 p.m. Meet with District Director and Program Administrator in Room 102. Administration will orient team to the District and Program and will answer questions.
- 3:30 p.m. Meet with Area and Occupational Coordinators according to agenda prepared by school. At this time, establish interview schedule for main campus. Coffee will be available.
- 4:15 p.m. Team assignments - Main Campus.
- 5:30 p.m. Dinner with Director, Program staff, District Board members in (specify).
- 7:00 - 9:00 p.m. Continue team visitation at Main Campus, including classroom visitation.
- 9:30 p.m. Recap in Motel Meeting Room.

Second Day

- Breakfast prior to 9:00 a.m. at (suggestions).
- 9:00 a.m. Brief team meeting at team work room to clarify day's schedule, if necessary.
- 9:30 a.m. Team work/assignments - Main Campus.
- 11:30 a.m. Meet and lunch with Self Evaluation Steering Committee, (specify location).
- 1:00 p.m. Progress meeting of visiting team in team work room.
- 1:30 - 9:00 p.m. Team work divided in each outreach area. Will include visitation with area coordinators at outreach centers, meetings with center supervisors,

local advisory committee personnel, as well as classroom visitation.* Dinner in area (Dutch Treat). Assignments for outreach areas as follows:

(Name) Center	(Name) Center	(Name) Center	(Name) Center
(Coordinator)	(Coordinator)	(Coordinator)	(Coordinator)

(List team members names in appropriate space above as pre-assigned)

- 9:30 p.m. Team Chairperson - Office hour at room for those desiring it.

Third Day

- 8:00 a.m. Team members organize notes in preparation for 8:30 meeting.
- 8:30 a.m. Team consensus meeting at (specify) to complete Check List on Criteria. This is an essential activity for gathering team consensus on the evaluation criteria prior to report writing.
- 11:00 a.m. Report writing.
- 12:00 noon Lunch at (specify). Team members eat as it fits in with visitation work load.
- 1:30 p.m. Continue report writing. Complete by 3:00 p.m.
- 3:00 p.m. Debriefing: Team work room, team reports due to chairperson. Hand in all materials requested.
- 3:30 p.m. Oral report session of Team Leader with District Director and Program Administrator.

---

*See attached detailed agenda for the Outreach area to which you are assigned.

(Two agendas used during the pilot test are attached as good examples.)

APPENDIX C (Con't)

Sample Outreach Agenda

EAST CENTER

Agenda for Center Visitation (March 16)

1:30 p.m.	Leave La Crosse for New Lisbon
2:30 p.m.	Arrive at New Lisbon High School Meet with Herbert Juneau, New Lisbon Center Supervisor
3:00 p.m.	East Center, Mauston View G.O.A.L. Program, Instructors Preuss, Nicholaisen, Thompson
4:00 p.m.	Elroy-Kendall-Wilton Center Supervisor, Allen Schraufnagel
5:30 p.m.	Dinner at Target Bluff, Camp Douglas Meet with Mr. Kurandt, instructor of Waitress Training
7:00 p.m.	Mauston Middle School, Golf class, R. Gougeon Mauston High School, Woodworking, D. Davis Mauston High School, Swimming, N. Figi East Center, Abnormal Psychology
8:00 p.m.	East Center, Progress Meeting

APPENDIX C (Con't)

Sample Outreach Agenda

SCHEDULE OF VISITATION
SOUTH CENTER
March 16, 1977

1:00 P.M.
Pick up Evaluation Team
Visit Onalaska - Herb Fregin, Supervisor

2:00 P.M.
Bangor High School
Ted Kakaliouras - Supervisor
Sue Zimmerman - Career Corps

3:00 P.M.
Cashton High School
Mike Healy - Supervisor

4:00 P.M.
South Center Visitation
CETA Class
Vicki Rumsey - Viroqua
Al Hanson - Viroqua
Howard Olson - Viroqua
Al Szepi - La Farge
Dale Nestingen - Westby
Jane Meyer - Westby

5:30 P.M.
Meal at Nate's Supper Club

7:00 - 9:00 P.M.
Visit classes in Viroqua/Westby
Return to La Crosse

Sample Team Assignment Sheet

Field/Community Services Team Visitation

(School name and date)

TEAM ASSIGNMENTS

CRITERIA		RESPONSIBILITY
I - II	Philosophy & Needs Identification	(fill in name)
III - IV	Management	
VII	Public Relations	
VIII	Staff and Staff Development	
IX	Instructional Space, Facilities Supplies, & Equipment	
X	Curriculum	
XI	Teaching Learning Process	
XII	Learning Resources	
XIII	Advisory Committee	
XIV	Evaluation	

FIELDS OF STUDY (adapt to the District being evaluated)	RESPONSIBILITY
Home Economics	
Trades & Industry	
Developmental Division - GED, ABE, Disadvantaged & General Education	
Dist. Ed., Business Education	
Agriculture	
Health Occupations	
Group Dynamics, Drivers Ed., Traffic Safety, Law Enforcement, Fire Science, Industrial Safety	

APPENDIX D

Sample

Information for a Visiting Team

This information will be obtained well in advance of the visitation and will be sent to the team members and consultants.

1. Name of institution: _____

2. Chairperson of team: _____

3. Dates of visit: _____

4. Housing: (Name facility and location) _____

_____

5. First meeting of team: time: _____

place: _____

6. Final meeting of team: (estimated time) _____

7. Arrangements:

   a. Where on campus will the team workroom be located? _____

   _____

   b. Will other work or conference rooms be available? Where? _____

   _____

   _____

   c. Will transportation be available to reach facilities located away from the main campus? _____

   _____

   _____

8. Message center where members can be contacted: _____

_____

APPENDIX E

Sample

Personal Data Sheet

Please fill out the items listed below and return by (date) to:

_____

_____

_____

(Self addressed, stamped envelope is enclosed)

1. Name _____
2. Arrival time (estimate) _____
3. Method to travel _____
4. Team members traveling together (names) _____

   _____
5. Special dietary requirements _____
6. Arrangements have been made for members to share double rooms. If you prefer a single room only, please specify here:

   _____

   _____

WISCONSIN VOCATIONAL, TECHNICAL, and ADULT EDUCATION

FIELD/COMMUNITY SERVICES

TEAM VISITATION GUIDELINES

for

TEAM MEMBERS and TEAM LEADER

Revised June, 1977

Center for Vocational, Technical and Adult Education
University of Wisconsin-Stout
Menomonie, Wisconsin

Final Report

Project Number 19-009-151-227

VTAE Field/Community Services

Evaluation Model and Procedures, Phase II

Dorothy Dale, Project Director

University of Wisconsin-Stout
Menomonie, Wisconsin

June, 1977

The research reported herein was performed pursuant to a grant of contract with the Wisconsin Board of Vocational, Technical and Adult Education, partially reimbursed from an allocation of Federal funds from the U.S. Office of Education, U.S. Department of Health, Education and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official State Board or U.S. Office of Education position or policy.

PREFACE

The purpose of these guidelines is to outline the role of the visiting team members and the chairperson and to familiarize the team with those details necessary to conduct a comprehensive Field/Community Services program evaluation. The responsibilities of the school are also spelled out so that program personnel and team members are aware of the advance preparation and planning needed prior to the visitation.

These guidelines were developed as a part of the Field/Community Services Pilot Program Evaluation Project. They have been revised following the Pilot and the review of the entire process.

The Visiting Team Model is based upon the criteria outlined in the Self Evaluation Model and is meant to be used in conjunction with it as an external audit of an internal self evaluation.

Recognition for foresight, inspiration and continual support and assistance throughout the project is given to the Wisconsin Board of Vocational, Technical and Adult Education. The administration and staff of the pilot schools, District One VTAE, Eau Claire, and Western Wisconsin VTAE, La Crosse, Wisconsin are also commended for having responded with wholehearted professional dedication and participation in the field test. The Field/Community Services administrator and staff at North Central Technical Institute, Wausau, Wisconsin served diligently and effectively as a validating sounding board for the self evaluation instrumentation and procedures. Invaluable technical assistance and evaluation expertise was readily available through the Center for Vocational, Technical and Adult Education, University of Wisconsin-Stout and its Co-Directors, Harold Halfin and Orville Nelson.

My thanks to all others who have helped in the development and conduct of this project.

Dorothy Dale, Project Director
Center for Vocational, Technical
and Adult Education
University of Wisconsin-Stout

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THE RESPONSIBILITY OF A VISITING TEAM

Role of Team Members

The visiting team members function as evaluators assessing the quality of the program in the light of its stated purpose(s) and objectives. . The Self Evaluation Report prepared by Program personnel is a primary source of information and should be used as an evaluation guide. However, the team normally evaluates certain areas beyond those recorded in the report. Valuable information can be obtained from interviews and from supportive documents which can be considered in conjunction with the Self Evaluation Report to formulate and acknowledge Program strengths and weaknesses.

The approach of the team to the evaluation should be objective. Practices at home institutions and/or personal biases need to be set aside. The program being reviewed should be evaluated on the basis of the District's needs and goals. The team should keep in mind that it shares a responsibility of assisting in the growth and development of the program being evaluated. Program personnel in most cases are proud of the Program and their contributory roles and efforts while still remaining open to positive suggestions for doing an even better job. In some cases, Program personnel are under rigorous time constraints to complete the Self Evaluation Report in time to meet evaluation deadlines. These same deadlines may, in some cases, necessitate scheduling the team visitation at times when attendance attrition can be expected. Keeping these thoughts in mind will contribute to a successful and productive visitation evaluation.

Advance Preparation

Each team member will normally receive the Self Evaluation Report approximately ten days prior to the visit. Before arriving on campus, each member should carefully read the full Report particularly noting the various instrumentation criteria and indicators which form the standards for self-evaluation. The standards and indicators were developed based upon State-wide goals and objectives of Field/Community Services. Give special attention to specific team assignments made in advance and the relevant sections of the Report.

Each member will receive memoranda concerning the tentative schedule of the visitation, team assignments, time of the initial and final meetings, a roster of team personnel, and a map of the District. Each member will make his/her own travel arrangements to and from the school.

Conduct of the Visit

The team will begin its visit with an initial orientation session for all team members (see Schedule for meeting place) at which time the team leader will finalize the Schedule and Assignments, discuss plans for the evaluation, walk team members through the evaluation activities, and clarify procedures for writing the team report. Throughout the visit the team will have scheduled team meetings so that members can share their findings and observations. Through these exchange sessions, members can solidify impressions and identify additional areas that should be examined or interviews and/or materials that should be requested. Careful notes of all findings as well as names of all faculty and staff interviewed should be kept. The Self Evaluation Report can be used by team members for jotting down thoughts and reactions; a form for noting persons interviewed can be found with examples in Appendix A.

At the onset of the official visit the full team will meet with the District Director and Program Administrator. At this meeting the Administration will be asked to orient the team to the District and the Program, to highlight and/or explain portions of the Self Evaluation, and to answer questions. Near the conclusion of the visit, the team will consider the drafts of various sections of the report as prepared by individual members so that the rough draft of the report can be approved by all members of the team while they are still at the school site.

The team leader will make an oral report to the District Director and Program Administrator prior to leaving the school. This report will include general evaluation findings showing both strengths and weaknesses and recommendations, all of which will be included in the final written report. The Director and Administrator are free to include other key personnel if they desire.

The Team Report

The team leader assumes the responsibility of assembling the final Visitation Report. The focus of the Report reflects the Program Self Evaluation and centers around elements of strength and areas of concern about which the team has reached concensus. The team leader will obtain from each member a readable rough draft of his/her part of the report. A rough draft constitutes a nearly completed report and is more than a series of notes. (See Appendix C for two examples of team members reports).

The team leader will compile the full and final report, either before leaving the campus or upon returning to his/her own campus. This will include

editing the report to assure a consistency of format. It is not recommended that the team leader circulate a final draft by mail among team members unless unusual circumstances warrent such a procedure. One draft should be sent to the District for review by the Director and Program Administrator. It must be emphasized that the Administration is to make corrections only in relation to terminology and/or factual and spelling errors.

The original copy of the Team Report in final form should be submitted by the team leader to the District by the deadline specified. A specified number of copies can be reproduced and disseminated by the District Program Administrator.

Special Precautions

Team members are reminded of the confidential nature of the Self Evaluation Report as well as information obtained from all other sources during the visit. This information must not be revealed or discussed during or after the visit, except for official purposes.

Team members must not discuss any findings with the news media.

Each team member will return his/her numbered Self Evaluation Report to the team chairperson to be returned to the District.

Team Member Finances

Visitation expenses incurred by team members will be reimbursed as explained herein. Travel and expense vouchers will be distributed by the school during the visit. Each team member should be financially capable of paying for lodging, travel, and food during the visit. Actual expenses of each team member are reimbursed in accordance with the following guidelines:

Meals: Actual cost of meals and tips to, from, and during the business

of the visitation. There is, however, a restriction from reimbursing meal expenditures over and above the maximum allowed by the State Uniform Guidelines:

Travel: Personal auto expenses to, from, and during the business of the visitation at the State Uniform Guidelines rate.

Lodging: The actual cost of room accommodations while on business of the visitation. Lodging will be arranged for by the school. Telephone calls made in the conduct of the visitation and charged on the hotel bill cannot be reimbursed.

SUGGESTED GUIDELINES FOR THE VISITING TEAM

The Visit

- Evaluate rather than inspect.
- Report findings as you go - strengths as well as weaknesses.
- Keep accurate notes. Use your judgment, it is sometimes best to avoid taking notes in the presence of the person being interviewed.
- Keep a list of persons interviewed (correct spelling and titles). See examples in Appendix A.
- Mingle and talk with students, instructors, and non-instructional staff to feel the "climate" of the situation.
- Solicit the staff's understanding of the program objectives.
- Be helpful, not critical.
- Make no verbal recommendations during the visit.
- Should any critical problems arise, discuss them with the team leader
- See Appendix B, read carefully.

The Formal Report

- Findings as they relate to criteria. Acknowledge the strengths and weaknesses of the Program as well as progress being made for Program improvement.
- Commendations - for those areas of strength.
- Recommendations - for those areas where improvement is needed.
- This is a team report, the result of shared findings and observations.

GUIDELINES FOR TEAM LEADER

Initial Preparation

Because of the distance factor involved in a Field/Community Services team evaluation with team leader and members drawn from a wide geographic area, many preliminary preparations will be assumed by the school. (See RESPONSIBILITY OF SCHOOL, page 11.

Upon receipt of the team roster, the leader should become familiar with the names and background of each member. The leader may wish to contact members to request biographical sketches and/or to offer team members the opportunity of requesting additional documents for advance study.

The following guidelines are important:

1. Become familiar with the general campus layout and the District Field/Community Services geographic area.
2. Become familiar with the Program and the Self Evaluation Report.
3. Contact the Program Administrator to request additional help or items needed at the time of the visit. (See Appendix I)
4. Review the tentative agenda and team assignments and make note of necessary changes and improvements.
5. Take particular note of Team Report deadlines.

Visitation

A. First meeting of the team (the orientation). Two hours of the team schedule has been allotted to this very important activity. Team members must be made thoroughly aware of the goals, procedures, and evaluation report format.

1. Notify members of any changes that may have been made concerning the visitation.

2. Introduce each member (or have members do this) with a brief background.

3. Discuss the team schedule and confirm.

4. Review team members' assignments, confirm, and make any necessary arrangements.

5. Brief the team as if they have never been on a team visit.

6. Designate one experienced team member to become team leader in the event of unforeseen circumstances.

7. Discuss the area visitation and available means of transportation.

8. Discuss the purpose of the Team Check Sheet on Criteria that will be completed before the end of the visit. (See Appendix B.)

9. Emphasize that team members are not to discuss findings with school personnel.

10. Familiarize members with District layout and team work room.

11. Review Report procedures.

B. Midway Through the Visit

1. Review progress and restructure the team if necessary.

2. Look ahead to the final meeting with the District Director and Program Administrator.

C. Near the End of the Visit

1. Read and discuss tentative reports.

2. Complete the Team Check on Criteria. (See Appendix B.)

3. Collect from team members all copies of the Self Evaluation Report and supporting documents - to be returned to the school.

4. Team leader shall retain a copy of the Self Evaluation Report during the time needed to complete the Visitation Report.

5. Distribute travel vouchers. Discuss completing and submitting them.

D. Debriefing

1. Collect the following materials from team members:

   - Interview sheets
   - Members reports concerning Criteria
   - Members reports covering Fields of Study

2. Discuss any unfinished business.

3. Dismiss team with thanks for cooperation.

E. Final meeting with District Director and Program Administrator.

1. Center report on general findings including Program strengths and weaknesses and recommendations for improvement. Use highlights of the submitted written report from team members.

2. Brief the Director relative to his receipt of the draft written report for correction of terminology and/or factual and spelling errors.

3. Discuss any findings judged difficult to include in written report.

4. Receive any suggestions or discussion on conduct of the team.

5. Leave on a positive note after thanking the administration for the cooperation and courtesies shown.

After the Visit

1. Compile the Team Report into a unified whole, editing the various sections as necessary. (See Appendix F for Order and Outline of the Visiting Team Report.)

2. Confer with team members by mail or phone <u>if necessary</u> before finalizing Report.

3. Submit Report to the school:

   - The original copy, unbound, of the Visiting Team Report.
   - A separate list of persons interviewed by the team.
   - If necessary, a special letter explaining unusual problems encountered by the team.
   - Team check sheet on criteria.
   - The team leader's outstanding copy of the Self Evaluation Report and any supporting documents.

- Team leader's travel voucher for the visit. (The leader should bill the school for clerical, xerox, and postal expenses entailed in the preparation of the Visiting Team Report. Include name of clerical help, rate per hours, number of hours, make payable to school. Phone expenses may need to be itemized.

4. Duplicate and retain one copy of all components of the Visiting Team Report for safety purposes.

PREPARATIONS FOR THE VISITING TEAM

Responsibility of the School

Many non-evaluatory plans can best be facilitated by persons located in the District geographical area. Therefore, the school will assume responsibility for completing the following activities and arrangements:

Preliminary Preparations

1. Carefully read Visiting Team Guidelines.
2. Contact State Board Consultants for team leader and member suggestions. Submit possible team roster to District Director and Program Administrator. Finalize the list when agreement is reached. Arrange for notification of team members. See sample letters in Appendix B.
3. Write team members to confirm assignments. Mail team roster, Self Evaluation Report, Guidelines for team members and chairperson, and tentative visitation schedule and assignments to all members at least ten days prior to visit. See Appendix C for samples of these forms.
4. Adapt the list of suggested materials on the following page that the school can have in readiness for the team.
5. Arrange for a team work room at the main campus building. Arrange for suggested materials to be available in the team work room as well as typewriter, paper, clerical help if necessary, dictaphone, tape recorders, etc. Arrange for school personnel to lay out materials in logical order and to explain material arrangement to team members.
6. Plan for housing and transportation. Reserve hotel/motel rooms for team members and consultants. Read "Team Member Finances" in Visiting Team Guidelines.
7. Review and plan tentative team schedule and assignments. Review with chairperson to finalize.
8. Prepare name tags for team members, chairperson, and consultants, if any.
9. Confirm arrangements for scheduled meals and eating facilities.
10. Complete the Information for Visiting Team Form and send to all team members (Appendix H) along with Personal Data sheet (Appendix G) and map of District and school.

11. Call team members and assure that they have received all materials for adequate review.

12. Distribute Team Guidelines to all Program personnel. READ. Program personnel should also receive roster, schedule, etc.

During Visitation

1. Distribute travel vouchers to team leader.

2. Monitor progress, offer assistance or consultation as needed.

After Visit

1. Duplicate the completed Visitation Team Report upon receipt of original from team chairperson.

2. Distribute the specified number of copies to the Program Administrator for distribution.

APPENDIX A

PERSONAL INTERVIEWS

Name of School: _____

Team Member: _____

I interviewed the following people during the course of the visitation:

Name	Title
Jane Smith	*Crochet Instructor*
Mary Jones	*Homemaking Coordinator*
John Webster	*Board Member*
Jake Hammer	*Student, welding*
Tom Collins	*Food Service Supervisor*
EXAMPLE	EXAMPLE

APPENDIX B

TEAM CHECK SHEET ON CRITERIA

The following pages in Appendix B are included as information for team members and should not be completed by individual team members working alone. (It may, however, be used for notations.) The team leader will prepare one copy as voted by the entire team.

The Team Check Sheet on each Educational Field of Study may be completed by individuals; however, input from the entire team--especially from those traveling to outreach areas--is necessary.

TEAM CHECK SHEET ON CRITERIA

This check sheet contains the visitation team ratings on the fourteen Field/Community Services Evaluation Criteria which were also rated by the school in their Self-Evaluation Report. In addition, this check sheet includes a rating for each Field of Study (discipline area) evaluated at the school served.

The ratings given represent the collective judgment of the visiting team. Thus, because the ratings represent shared team findings and observations, they can be viewed as representative of district-wide delivery and services.

District _____ Field/Community Services Program

Chairperson _____ Date of Visit _____

Please complete this summary report and return it with the narrative report of the team. This summary is CONFIDENTIAL and is the collective judgment of the visiting team.

Check the appropriate space on each line. Write "NA" if not applicable.

Criterion I (Form 1) PHILOSOPHY AND OBJECTIVES

	Highly Satisfactory	Satisfactory	Unsatisfactory
A. Clear, concise, and coherent			
B. Define program services			
C. Reevaluated regularly			
D. Reflect community need			
E. Disseminated appropriately			
F. Implementation of program services			

Criterion II (Form 2) NEEDS IDENTIFICATION: METHODS AND UTILIZATION

	Highly Satisfactory	Satisfactory	Unsatisfactory
A. Variety of methods are used			
B. Evidence of institutional input			
C. Evidence of community, business, and industry input			
D. Evidence of state staff input			

(Continued on following page)

	Highly Satisfactory	Satisfactory	Unsatisfactory
E. Programs/courses reflect District occupational need			
1. Main campus			
2. Outreach			
F. Programs/courses reflect District avocational need			
G. Programs/courses reflect District special needs, including the handicapped and disadvantaged			
1. Main campus			
2. Outreach			

Criterion III (Form 3) MANAGEMENT: ADMINISTRATION

	Highly Satisfactory	Satisfactory	Unsatisfactory
A. Published organization structure			
B. Delegated operational authority			
C. Effective communication network			
D. Efficient operation			
E. Staff development activities			
F. Evidence of efficient Center supervision			
1. Main campus			
2. Outreach			

Criterion IV (Form 4) MANAGEMENT: RECORDS AND REPORTS

	Highly Satisfactory	Satisfactory	Unsatisfactory
A. Educational (student) records			
B. Financial records			
C. Equipment and supplies records			

Criterion V (Form 5) MANAGEMENT: PLANNING

	Highly Satisfactory	Satisfactory	Unsatisfactory
A. Evidence of long range program planning			
B. Evidence of staff input			

Criterion VI (Form 6) MANAGEMENT: FINANCE AND BUSINESS MANAGEMENT

	Highly Satisfactory	Satisfactory	Unsatisfactory
A. Budget preparation			
B. Budget control			
C. Sources and stability of income			
D. Administration of finances			
E. Purchasing policy			

Criterion VII (Form 7) PUBLIC RELATIONS

	Highly Satisfactory	Satisfactory	Unsatisfactory
A. Evidence of sound public relations planning			
B. Appropriate publication of services offered			
C. Variety of media utilized			
D. Evidence of community response			

Criterion VIII (Form 8) STAFF AND STAFF DEVELOPMENT

	Highly Satisfactory	Satisfactory	Unsatisfactory
A. Operating efficiency of administrative and coordinating staff			
B. Operating efficiency of center supervisory staff			
C. Faculty selection			
D. Evidence of part-time/full-time program cooperation			
E. Evidence of effective in-service activity			
F. Morale			
G. Effective communication network			

Criterion IX (Form 9) INSTRUCTIONAL SPACE, FACILITIES, SUPPLIES AND EQUIPMENT

(How do the following points contribute to "doing the job?")	Highly Satisfactory	Satisfactory	Unsatisfactory
A. Main campus facilities			
B. Outreach facilities			
C. Main campus equipment and availability (including AV)			
D. Outreach equipment and availability (including AV)			
E. Main campus supplies (adequacy)			
F. Outreach supplies (adequacy)			
G. Main campus instructional space			
H. Outreach instructional space			

Criterion X (Form 10) CURRICULUM

	Highly Satisfactory	Satisfactory	Unsatisfactory
A. Objective based			
B. Evidence of specialist coordinator assistance to call staff			
1. Main campus			
2. Outreach			
C. Aimed at adult learner			
D. Evidence of assistance to call staff			
1. Main campus			
2. Outreach			

Criterion XI (Form 11) THE TEACHING-LEARNING PROCESS

	Highly Satisfactory	Satisfactory	Unsatisfactory
A. Evidence of instructional assistance to call staff			
1. Main campus			
2. Outreach			
B. Evidence of efficient center supervision			
1. Main campus			
2. Outreach			
C. Evidence of individualized instructional techniques used to meet adult learning needs			
D. Variety of media and delivery systems			

Criterion XII (Form 12) LEARNING RESOURCES

	Highly Satisfactory	Satisfactory	Unsatisfactory
A. Counseling availability			
1. Main campus			
2. Outreach			
B. Library availability			
1. Main campus			
2. Outreach			
C. Placement services (where applicable)			
D. Special student services			
E. Student financial assistance			
F. Use of community resources			

Criterion XIII (Form 13) ADVISORY COMMITTEES

	Highly Satisfactory	Satisfactory	Unsatisfactory
A. General Advisory Committee utilization			
B. Occupational Advisory Committee utilization			

Criterion XIV (Form 14) EVALUATION

	Highly Satisfactory	Satisfactory	Unsatisfactory
A. Evidence of systematic total program evaluation of Field/Community Services			
B. Evidence of staff participation			
C. Evidence of analysis and implementation of results			

(Continued on next page for Fields of Study Evaluation)

EDUCATIONAL FIELDS OF STUDY

Use this form to evaluate each educational field of study separately. Attach additional pages if necessary. Note: Evaluators may use either a single rating for each descriptor or they may use the breakout for (1) Main campus and (2) Outreach.

Field of Study #1 _____

	Highly Satisfactory	Satisfactory	Unsatisfactory
A. Annual needs assessment			
1. Main campus			
2. Outreach			
B. Clear objectives			
1. Main campus			
2. Outreach			
C. Program evaluation			
1. Main campus			
2. Outreach			
D. Admissions			
1. Main campus			
2. Outreach			
E. Variety of courses/classes			
1. Main campus			
2. Outreach			
F. Instruction			
1. Main campus			
2. Outreach			
G. Evidence of outreach assistance and coordination			
1. Main campus			
2. Outreach			

EDUCATIONAL FIELDS OF STUDY

Use this form to evaluate each educational field of study separately. Attach additional pages if necessary. Note: Evaluators may use either a single rating for each descriptor or they may use the breakout for (1) Main campus and (2) Outreach.

Field of Study #2 _____

	Highly Satisfactory	Satisfactory	Unsatisfactory
A. Annual needs assessment			
1. Main campus			
2. Outreach			
B. Clear objectives			
1. Main campus			
2. Outreach			
C. Program evaluation			
1. Main campus			
2. Outreach			
D. Admissions			
1. Main campus			
2. Outreach			
E. Variety of courses/classes			
1. Main campus			
2. Outreach			
F. Instruction			
1. Main campus			
2. Outreach			
G. Evidence of outreach assistance and coordination			
1. Main campus			
2. Outreach			

EDUCATIONAL FIELDS OF STUDY

Use this form to evaluate each educational field of study separately. Attach additional pages if necessary. Note: Evaluators may use either a single rating for each descriptor or they may use the breakout for (1) Main campus and (2) Outreach.

Field of Study #3 _____

	Highly Satisfactory	Satisfactory	Unsatisfactory
A. Annual needs assessment			
1. Main campus			
2. Outreach			
B. Clear objectives			
1. Main campus			
2. Outreach			
C. Program evaluation			
1. Main campus			
2. Outreach			
D. Admissions			
1. Main campus			
2. Outreach			
E. Variety of courses/classes			
1. Main campus			
2. Outreach			
F. Instruction			
1. Main campus			
2. Outreach			
G. Evidence of outreach assistance and coordination			
1. Main campus			
2. Outreach			

EDUCATIONAL FIELDS OF STUDY

Use this form to evaluate each educational field of study separately. Attach additional pages if necessary. Note: Evaluators may use either a single rating for each descriptor or they may use the breakout for (1) Main campus and (2) Outreach.

Field of Study #4 _____

	Highly Satisfactory	Satisfactory	Unsatisfactory
A. Annual needs assessment	_____	_____	_____
1. Main campus	.....	.....	.....
2. Outreach	.....	.....	.....
B. Clear objectives	_____	_____	_____
1. Main campus	.....	.....	.....
2. Outreach	.....	.....	.....
C. Program evaluation	_____	_____	_____
1. Main campus	.....	.....	.....
2. Outreach	.....	.....	.....
D. Admissions	_____	_____	_____
1. Main campus	.....	.....	.....
2. Outreach	.....	.....	.....
E. Variety of courses/classes	_____	_____	_____
1. Main campus	.....	.....	.....
2. Outreach	.....	.....	.....
F. Instruction	_____	_____	_____
1. Main campus	.....	.....	.....
2. Outreach	.....	.....	.....
G. Evidence of outreach assistance and coordination	_____	_____	_____
1. Main campus	.....	.....	.....
2. Outreach	.....	.....	.....

EDUCATIONAL FIELDS OF STUDY

Use this form to evaluate each educational field of study separately. Attach additional pages if necessary. Note: Evaluators may use either a single rating for each descriptor or they may use the breakout for (1) Main campus and (2) Outreach.

Field of Study #5 _____

	Highly Satisfactory	Satisfactory	Unsatisfactory
A. Annual needs assessment	_____	_____	_____
1. Main campus	.....	.....	.....
2. Outreach	.....	.....	.....
B. Clear objectives	_____	_____	_____
1. Main campus	.....	.....	.....
2. Outreach	.....	.....	.....
C. Program evaluation	_____	_____	_____
1. Main campus	.....	.....	.....
2. Outreach	.....	.....	.....
D. Admissions	_____	_____	_____
1. Main campus	.....	.....	.....
2. Outreach	.....	.....	.....
E. Variety of courses/classes	_____	_____	_____
1. Main campus	.....	.....	.....
2. Outreach	.....	.....	.....
F. Instruction	_____	_____	_____
1. Main campus	.....	.....	.....
2. Outreach	.....	.....	.....
G. Evidence of outreach assistance and coordination	_____	_____	_____
1. Main campus	.....	.....	.....
2. Outreach	.....	.....	.....

EDUCATIONAL FIELDS OF STUDY

Use this form to evaluate each educational field of study separately. Attach additional pages if necessary. Note: Evaluators may use either a single rating for each descriptor or they may use the breakout for (1) Main campus and (2) Outreach.

Field of Study #6 _____

	Highly Satisfactory	Satisfactory	Unsatisfactory
A. Annual needs assessment	_____	_____	_____
1. Main campus	.....	.....	.....
2. Outreach	.....	.....	.....
B. Clear objectives	_____	_____	_____
1. Main campus	.....	.....	.....
2. Outreach	.....	.....	.....
C. Program evaluation	_____	_____	_____
1. Main campus	.....	.....	.....
2. Outreach	.....	.....	.....
D. Admissions	_____	_____	_____
1. Main campus	.....	.....	.....
2. Outreach	.....	.....	.....
E. Variety of courses/classes	_____	_____	_____
1. Main campus	.....	.....	.....
2. Outreach	.....	.....	.....
F. Instruction	_____	_____	_____
1. Main campus	.....	.....	.....
2. Outreach	.....	.....	.....
G. Evidence of outreach assistance and coordination	_____	_____	_____
1. Main campus	.....	.....	.....
2. Outreach	.....	.....	.....

EDUCATIONAL FIELDS OF STUDY

Use this form to evaluate each educational field of study separately. Attach additional pages if necessary. Note: Evaluators may use either a single rating for each descriptor or they may use the breakout for (1) Main campus and (2) Outreach.

Field of Study #7 _____

	Highly Satisfactory	Satisfactory	Unsatisfactory
A. Annual needs assessment			
1. Main campus			
2. Outreach			
B. Clear objectives			
1. Main campus			
2. Outreach			
C. Program evaluation			
1. Main campus			
2. Outreach			
D. Admissions			
1. Main campus			
2. Outreach			
E. Variety of courses/classes			
1. Main campus			
2. Outreach			
F. Instruction			
1. Main campus			
2. Outreach			
G. Evidence of outreach assistance and coordination			
1. Main campus			
2. Outreach			

EDUCATIONAL FIELDS OF STUDY

Use this form to evaluate each educational field of study separately. Attach additional pages if necessary. Note: Evaluators may use either a single rating for each descriptor or they may use the breakout for (1) Main campus and (2) Outreach.

Field of Study #8 _____

	Highly Satisfactory	Satisfactory	Unsatisfactory
A. Annual needs assessment	_____	_____	_____
1. Main campus	.....	.....	.....
2. Outreach	.....	.....	.....
B. Clear objectives	_____	_____	_____
1. Main campus	.....	.....	.....
2. Outreach	.....	.....	.....
C. Program evaluation	_____	_____	_____
1. Main campus	.....	.....	.....
2. Outreach	.....	.....	.....
D. Admissions	_____	_____	_____
1. Main campus	.....	.....	.....
2. Outreach	.....	.....	.....
E. Variety of courses/classes	_____	_____	_____
1. Main campus	.....	.....	.....
2. Outreach	.....	.....	.....
F. Instruction	_____	_____	_____
1. Main campus	.....	.....	.....
2. Outreach	.....	.....	.....
G. Evidence of outreach assistance and coordination	_____	_____	_____
1. Main campus	.....	.....	.....
2. Outreach	.....	.....	.....

EDUCATIONAL FIELDS OF STUDY

Use this form to evaluate each educational field of study separately. Attach additional pages if necessary. Note: Evaluators may use either a single rating for each descriptor or they may use the breakout for (1) Main campus and (2) Outreach.

Field of Study #9 _____

	Highly Satisfactory	Satisfactory	Unsatisfactory
A. Annual needs assessment	_____	_____	_____
1. Main campus	.....	.....	.....
2. Outreach	.....	.....	.....
B. Clear objectives	_____	_____	_____
1. Main campus	.....	.....	.....
2. Outreach	.....	.....	.....
C. Program evaluation	_____	_____	_____
1. Main campus	.....	.....	.....
2. Outreach	.....	.....	.....
D. Admissions	_____	_____	_____
1. Main campus	.....	.....	.....
2. Outreach	.....	.....	.....
E. Variety of courses/classes	_____	_____	_____
1. Main campus	.....	.....	.....
2. Outreach	.....	.....	.....
F. Instruction	_____	_____	_____
1. Main campus	.....	.....	.....
2. Outreach	.....	.....	.....
G. Evidence of outreach assistance and coordination	_____	_____	_____
1. Main campus	.....	.....	.....
2. Outreach	.....	.....	.....

EDUCATIONAL FIELDS OF STUDY

Use this form to evaluate each educational field of study separately. Attach additional pages if necessary. Note: Evaluators may use either a single rating for each descriptor or they may use the breakout for (1) Main campus and (2) Outreach.

Field of Study #10 _____

	Highly Satisfactory	Satisfactory	Unsatisfactory
A. Annual needs assessment			
1. Main campus			
2. Outreach			
B. Clear objectives			
1. Main campus			
2. Outreach			
C. Program evaluation			
1. Main campus			
2. Outreach			
D. Admissions			
1. Main campus			
2. Outreach			
E. Variety of courses/classes			
1. Main campus			
2. Outreach			
F. Instruction			
1. Main campus			
2. Outreach			
G. Evidence of outreach assistance and coordination			
1. Main campus			
2. Outreach			

Use this form to evaluate each educational field of study separately. Attach additional pages if necessary. Note: Evaluators may use either a single rating for each descriptor or they may use the breakout for (1) Main campus and (2) Outreach.

Field of Study #11 _____

	Highly Satisfactory	Satisfactory	Unsatisfactory
A. Annual needs assessment	_____	_____	_____
1. Main campus	.....	.....	.....
2. Outreach	.....	.....	.....
B. Clear objectives	_____	_____	_____
1. Main campus	.....	.....	.....
2. Outreach	.....	.....	.....
C. Program evaluation	_____	_____	_____
1. Main campus	.....	.....	.....
2. Outreach	.....	.....	.....
D. Admissions	_____	_____	_____
1. Main campus	.....	.....	.....
2. Outreach	.....	.....	.....
E. Variety of courses/classes	_____	_____	_____
1. Main campus	.....	.....	.....
2. Outreach	.....	.....	.....
F. Instruction	_____	_____	_____
1. Main campus	.....	.....	.....
2. Outreach	.....	.....	.....
G. Evidence of outreach assistance and coordination	_____	_____	_____
1. Main campus	.....	.....	.....
2. Outreach	.....	.....	.....

EDUCATIONAL FIELDS OF STUDY

Use this form to evaluate each educational field of study separately. Attach additional pages if necessary. Note: Evaluators may use either a single rating for each descriptor or they may use the breakout for (1) Main campus and (2) Outreach.

Field of Study #12 _____

	Highly Satisfactory	Satisfactory	Unsatisfactory
A. Annual needs assessment	_____	_____	_____
1. Main campus	.....	.....	.....
2. Outreach	.....	.....	.....
B. Clear objectives	_____	_____	_____
1. Main campus	.....	.....	.....
2. Outreach	.....	.....	.....
C. Program evaluation	_____	_____	_____
1. Main campus	.....	.....	.....
2. Outreach	.....	.....	.....
D. Admissions	_____	_____	_____
1. Main campus	.....	.....	.....
2. Outreach	.....	.....	.....
E. Variety of courses/classes	_____	_____	_____
1. Main campus	.....	.....	.....
2. Outreach	.....	.....	.....
F. Instruction	_____	_____	_____
1. Main campus	.....	.....	.....
2. Outreach	.....	.....	.....
G. Evidence of outreach assistance and coordination	_____	_____	_____
1. Main campus	.....	.....	.....
2. Outreach	.....	.....	.....

APPENDIX C

EXAMPLE OF TEAM MEMBER'S REPORT

Criterion IX

Instructional Space, Facilities, Supplies and Equipment

Findings

Educational facilities throughout the District are excellent. The main campus exemplifies quality in the planning, construction and maintenance of a post-secondary institution. Area Centers are very adequate to carry out stated objectives. The District is to be commended for developing an excellent working relationship with the neighboring University for use of facilities and equipment. The potential for expanded services to the area are thereby greatly increased.

The main campus and the area centers appeared well equipped to carry out stated objectives of programs offered. A fine working relationship was found to exist between part- and full-time staff with regard to the use of shop equipment at the main campus.

It is evident that supplies are available and adequate to meet instructional needs under the present demand. This condition may change after the proposed inservice program has been conducted. This could create a need to review the delivery system and availability of audiovisual and graphics supplies and services to instructors in the centers and outreach programs.

Commendations

1. Long-range plans for the Central campus incorporate building designs which will enable the addition of up to three stories for future expansion.

2. Outreach centers are easily accessible to the residents of the District, and facilities are very adequate to support present Community Services programming.

3. The District has excellent rapport with area high schools.

Recommendations

1. A continued effort should be made to develop a relationship with other Universities in the District.

2. Facility assignments should be consistent with the priority of stated program philosophy and objectives.

3. Consideration should be given to increased utilization of facilities through a variation from the 10-week block system of scheduling.

4. Consideration should be given to minor improvements of the existing structure at the _____ Center.

5. Consideration should be given to maximizing the use of existing equipment by:

   a. Conducting part-time credit, trade extension and preparatory courses at area centers.

   b. Expand course offerings in speciality skill and knowledge disciplines commensurate with existing equipment.

   c. Consider repeating course offerings within a given semester to utilize equipment over a greater portion of the calendar year.

6. Within skill areas of instruction one work station should be provided for each student enrolled in the course. Minimum class size policies should reflect this commitment to the learning process and the desire to minimize attrition.

EDUCATIONAL FIELD OF STUDY

Agriculture

Findings

Agriculture is a relatively new division in the District, but it seems that great progress has been made since its development in the early 1970's. Findings in this evaluation were arrived at by meetings with the Specialist

Coordinator in Agriculture, with instructors, center supervisors and Area Coordinators; by team visits to outreach centers in the District; and by study of facilities and materials provided.

It was found that full-time contractual teaching staff for agriculture consists of one Specialist Coordinator, three Farm Training Program instructors and four Production Agriculture instructors. The coordinator does not teach any classes on a regular basis which allows him to devote full time to supervision and other administrative duties. It was noted that one instructor teaches in the Machinery Parts and Sales Program and two in the Agricultural Mechanics Program, but they are under the supervision of the Marketing and Trades and Industry Divisions. Twenty-four part-time classes in agriculture were initiated in the District during the 1975-76 year. Four of these had to be cancelled because of low enrollment. The geographic distribution of these classes was distributed throughout the District, but some areas did not have classes available to them. The content of these classes was primarily for farmers and most of them were taught by high school vocational agriculture instructors. It would be good if some agribusiness courses could be developed for those persons who have this need in the District. A study to determine these needs is being conducted. Several part-time courses of an agricultureal nature were being taught under other divisions.

The philosophy and objectives of the District as related to agriculture are being met in most parts. Probably the greatest weakness here is the lack of available training to all outreach areas and to disadvantaged groups. Needs are being determined, but time has not allowed full development.

The management aspects of agricultural courses and programs seem to be well done concerning staff, finance, planning, public relations, and records

and reports. Communications between the Agriculture Coordinator and Area Coordinators should be improved so that those in the outreach centers could communicate their agricultural training needs to the Agriculture Coordinator for development and implementation. The use of advisory or ad hoc committees for part-time training would also be useful to determine these training needs.

Facilities at the Main Campus are excellent and adequately equipped. Most part-time classes are taught in high school vocational agriculture departments which are generally adequate for this purpose. However, in one case, it was observed that there were not enough training stations available for the number enrolled in a skills course.

Curriculum being taught seems to be adequate and follows the guidelines for the kind of courses conducted. However, learning resources and instructional supervision should be improved. Some visuals were available, but most part-time instructors were either forced or preferred to locate their own. Supervision of the instructional process seemed to be lacking from the Agriculture Coordinator and from Area or Center Coordinators. Heavy work schedules and the great distance between centers may partially be the cause of this situation.

Commendations

1. For developing some new courses such as "Agriculture For Part-Time Farmers", "Beekeeping", "Small Engines On the Farm" and others to meet the needs of specific agricultural groups.

2. For effectively planning ahead for new programs and courses (such as Farm Business Management) which could be utilized in all areas of the District.

3. For good utilization of full-time staff members in the instruction of part-time District courses.

4. For making good use of media (radio, newspaper, television, brochures, etc.) in publicizing agricultural courses, programs and information.

Recommendations

1. Identify two existing programs at _____ (namely Machinery Parts and Sales and Agricultural Mechanics) under the Agriculture Division and supervision of the Agriculture Specialist Coordinator whose agricultural expertise should help to strengthen these programs and possibly allow extension of courses to other areas of the district.

2. Budgeting and planning should continue to allow for expansion of the Farm Training Program to meet the needs of the large farm population of the District. Farm Training should be on a 48-week per year basis to meet state guidelines.

3. Advisory or ad hoc committees should be utilized to determine the immediate needs for and kinds of part-time courses offered to farmers and agribusiness in the District.

4. A more effective line of communications between the Area Coordinators and the Agricultural Specialist Coordinator should be developed to help determine needs and kinds of courses offered.

5. It is felt that training (such as Agridevelopment) for disadvantaged farmers in the District be considered.

APPENDIX D

Sample Team Schedule

(Name)

Field/Community Services Program

(Date)

First Day

- Arrive by noon at accommodations arranged. Eat prior to first meeting at (specify).
- 12:30 p.m. Orientation session by Team Chairperson for visiting team at (specify location).
- 2:30 p.m. Meet with District Director and Program Administrator in Room 102. Administration will orient team to the District and Program and will answer questions.
- 3:30 p.m. Meet with Area and Occupational Coordinators according to agenda prepared by school. At this time, establish interview schedule for main campus. Coffee will be available.
- 4:15 p.m. Team assignments - Main Campus.
- 5:30 p.m. Dinner with Director, Program staff, District Board members in (specify).
- 7:00 - 9:00 p.m. Continue team visitation at Main Campus, including classroom visitation.
- 9:30 p.m. Recap in Motel Meeting Room.

Second Day

- Breakfast prior to 9:00 a.m. at (suggestions).
- 9:00 a.m. Brief team meeting at team work room to clarify day's schedule, if necessary.
- 9:30 a.m. Team work/assignments - Main Campus.
- 11:30 a.m. Meet and lunch with Self Evaluation Steering Committee, (specify location).
- 1:00 p.m. Progress meeting of visiting team in team work room.
- 1:30 - 9:00 p.m. Team work divided in each outreach area. Will include visitation with area coordinators at outreach centers, meetings with center supervisors,

local advisory committee personnel, as well as classroom visitation.* Dinner in area (Dutch Treat). Assignments for outreach areas as follows:

(Name) Center	(Name) Center	(Name) Center	(Name) Center
(Coordinator)	(Coordinator)	(Coordinator)	(Coordinator)

(List team members names in appropriate space above as pre-assigned)

- 9:30 p.m. Team Chairperson - Office hour at room for those desiring it.

Third Day

- 8:00 a.m. Team members organize notes in preparation for 8:30 meeting.
- 8:30 a.m. Team consensus meeting at (specify) to complete Check List on Criteria. This is an essential activity for gathering team consensus on the evaluation criteria prior to report writing.
- 11:00 a.m. Report writing.
- 12:00 noon Lunch at (specify) . Team members eat as it fits in with visitation work load.
- 1:30 p.m. Continue report writing. Complete by 3:00 p.m.
- 3:00 p.m. Debriefing: Team work room, team reports due to chairperson. Hand in all materials requested.
- 3:30 p.m. Oral report session of Team Leader with District Director and Program Administrator.

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*See attached detailed agenda for the Outreach area to which you are assigned.

(Two agendas used during the pilot test are attached as good examples.)

APPENDIX D (Con't)

Sample Outreach Agenda

EAST CENTER

Agenda for Center Visitation (March 16)

1:30 p.m.	Leave La Crosse for New Lisbon
2:30 p.m.	Arrive at New Lisbon High School Meet with Herbert Juneau, New Lisbon Center Supervisor
3:00 p.m.	East Center, Mauston View G.O.A.L. Program, Instructors Preuss, Nicholaisen, Thompson
4:00 p.m.	Elroy-Kendall-Wilton Center Supervisor, Allen Schraufnagel
5:30 p.m.	Dinner at Target Bluff, Camp Douglas Meet with Mr. Kurandt, instructor of Waitress Training
7:00 p.m.	Mauston Middle School, Golf class, R. Gougeon Mauston High School, Woodworking, D. Davis Mauston High School, Swimming, N. Figi East Center, Abnormal Psychology
8:00 p.m.	East Center, Progress Meeting

Sample Outreach Agenda

SCHEDULE OF VISITATION
SOUTH CENTER
March 16, 1977

1:00 P.M.
Pick up Evaluation Team
Visit Onalaska - Herb Fregin, Supervisor

2:00 P.M.
Bangor High School
Ted Kakaliouras - Supervisor
Sue Zimmerman - Career Corps

3:00 P.M.
Cashton High School
Mike Healy - Supervisor

4:00 P.M.
South Center Visitation
CETA Class
Vicki Rumsey - Viroqua
Al Hanson - Viroqua
Howard Olson - Viroqua
Al Szepi - La Farge
Dale Nestingen - Westby
Jane Meyer - Westby

5:30 P.M.
Meal at Nate's Supper Club

7:00 - 9:00 P.M.
Visit classes in Viroqua/Westby
Return to La Crosse

APPENDIX E

Sample Team Assignment Sheet

Field/Community Services Team Visitation

(School name and date)

TEAM ASSIGNMENTS

CRITERIA		RESPONSIBILITY
I - II	Philosophy & Needs Identification	(fill in name)
III - IV	Management	
VII	Public Relations	
VIII	Staff and Staff Development	
IX	Instructional Space, Facilities Supplies, & Equipment	
X	Curriculum	
XI	Teaching Learning Process	
XII	Learning Resources	
XIII	Advisory Committee	
XIV	Evaluation	

FIELDS OF STUDY (adapt to the District being evaluated)	RESPONSIBILITY
Home Economics	
Trades & Industry	
Developmental Division - GED, ABE, Disadvantaged & General Education	
Dist. Ed., Business Education	
Agriculture	
Health Occupations	
Group Dynamics, Drivers Ed., Traffic Safety, Law Enforcement, Fire Science, Industrial Safety	

APPENDIX F

ORDER AND OUTLINE FOR THE VISITING TEAM REPORT

1. Letter of transmittal of the report to the Program Administrator.

2. Expense voucher of the team leader to include postage, phone, and secretarial costs, if any.

3. List of persons interviewed by team members (Appendix A).

4. Team check sheet on criteria (Appendix B).

5. If necessary, a special letter explaining special problems encountered by the team.

6. The Team Report

   A. Criterion I

      1. Findings
      2. Commendations
      3. Recommendations

   B. Criterion II

      1. Findings
      2. Commendations
      3. Recommendations

   C. Criterion III through XV each to show

      1. Findings
      2. Commendations
      3. Recommendations

   D. Educational Fields of Study

      1. Fields of Study in alphabetical order. For each include findings, commendations, and recommendations.

NOTE: Where a criterion or field of study has no recommendations(s), the following can be used:

RECOMMENDATIONS:

The visiting team findings indicate no recommendations needed.

APPENDIX G

Sample

Personal Data Sheet

Please fill out the items listed below and return by (date) to:

_____

_____

_____

(Self addressed, stamped envelope is enclosed)

1. Name _____
2. Arrival time (estimate) _____
3. Method to travel _____
4. Team members traveling together (names) _____

   _____
5. Special dietary requirements _____
6. Arrangements have been made for members to share double rooms. If you prefer a single room only, please specify here:

   _____

   _____

Sample

Information for a Visiting Team

This information will be obtained well in advance of the visitation and will be sent to the team members and consultants.

1. Name of institution: _____

2. Chairperson of team: _____

3. Dates of visit: _____

4. Housing: (Name facility and location) _____

   _____

5. First meeting of team: time: _____

   place: _____

6. Final meeting of team: (estimated time) _____

7. Arrangements:

   a. Where on campus will the team workroom be located? _____

      _____

   b. Will other work or conference rooms be available? Where? _____

      _____

      _____

   c. Will transportation be available to reach facilities located away from the main campus? _____

      _____

      _____

8. Message center where members can be contacted: _____

   _____

APPENDIX I

SUGGESTED INSTITUTIONAL MATERIALS FOR VISITING TEAM

The following list of materials is intended as a guide to the Program administrator preparing for a team visit. Include materials as they relate to the part-time adult program. Grouping and identifying these materials in the team work room can greatly expedite the work and enhance the effectiveness of the team.

(Team members will have received in advance the Self Evaluation Report for study prior to the visit of the team. Some of the items listed below will have been included in the Self Evaluation Report and therefore need not be duplicated in the team work room.

School catalog

Charter

Published policies of the governing board

Field/Community Services Manual

Faculty manual - part time teacher

Handbook for Center Supervisors

Salary schedule - part time teacher

Admissions and scholastic records

Class enrollment for last 2-5 years

Class schedules - current- for credit and non-credit

Student recruitment plan and brochure

Budget (current and projected)

Audit (financial report)

Purchasing procedures

Plan for staff evaluation

Advisory Committee rosters and minutes

Faculty dossiers; certification records

Student personnel records

Plan for student services

Student handbook

Plan for staff development

Brochures and other publications

Master campus plan

Program development or Five Year Plan

Organizational charts with names and related documents (e.g., job descriptions)

Reports of institutional research, including:

- Enrollment statistics
- Studies of grading practices and distributions
- Studies of current students
- Follow-up studies of former students

Course syllabuses and/or outlines

Departmental and Course Objectives

Program evaluations

Laboratory layouts

Safety program

Published financial and/or other reports

Financial Aid records and statistics

Descriptive information about the community